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THE NATIONAL HONORS REPORT

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

VOL. XXIII, NO. 1 • SPRING 2002

THE THREE R'S AND MORE

- ✓ RECRUITING
- ✓ RESEARCH
- ✓ REWARDS
- ✓ RETURNING
- ✓ REPORTS

THE NATIONAL HONORS REPORT

ISSN 1953-3621

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The National Collegiate Council (NCHC) is a professional organization composed of administrators, faculty, and students dedicated to undergraduate honors learning. The nation-wide institutional membership in the NCHC includes both public and private, large and small, two-year and four-year colleges and universities.

The NCHC provides professional and institutional members with information about the latest developments in honors education, encourages the institutional use of learning resources, fosters curricular experimentation, and supplies expertise and support for institutions establishing or seeking to maintain, rework, or evaluate honors programs. It also institutes educational programs of its own.

Radford University serves as headquarters for the NCHC office of Executive Secretary/Treasurer Earl B. Brown, Jr. All communications regarding subscription, membership, address changes, and other matters of business should be sent to him at the NCHC office, Radford University, P.O. Box 7017, Radford, VA 24142; phone (540) 831-6100; email <nchc@radford.edu>; fax 540-831-5004. To learn more about the NCHC, visit the home page at <<http://www.radford.edu/~NCHC>>.

The National Honors Report seeks material concerning any aspect of honors development, assessment, curriculum, teaching, or learning. Send electronic submissions via email or disk (IBM compatible). No faxes. Deadlines are Feb. 10, May 10, July 10, and Nov. 10. Material can be sent to Margaret Brown; email <mcbrown@radford.edu>; or 606 Third Avenue, Radford, VA 24141; or phone (540) 639-3414.

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THE THREE R'S & MORE

RECRUITING

1. "Selling People on Honors Education" by Lydia Daniel & Joan Digby.....1

A challenge to honors folks to promote the value of honors education on the local level. With a generic press release that can be adapted to fit particular honors programs' or honors colleges' needs. How to promote honors as well as a specific program or college. How to buy the new third edition of Peterson's Honors Programs and Colleges. From the co-chairs of the NCHC's External Relations Committee.

A. PRE-COLLEGE PROGRAMS

2. "A Summer of Excellence" by Gerald T. Szymanski & Stephanie Adamson.....3

Experiencing college life in a supportive atmosphere. Hosted by the Honors College at the University of Arizona for rising high school seniors.

3. "STEP: Seminar for Top Engineering Prospects" by Gayle Hartleroad.....7

A summer program for senior high school students to explore the various disciplines of engineering. A sample of college life in a weeklong experience at Purdue's West Lafayette campus. Includes classroom experiences.

B. GRABBING THOSE GOOD KIDS

4. "Joining the (Honors) Class?" by Paul Strong.....8

"Who me? Like Groucho, I don't want to be part of any club that would have me for a member." A conundrum for honors directors or deans.

RESEARCH

A. IN HONORS COURSES

5. "Horror in the Disciplines: Expanding Critical Thinking through a Critically Maligned Genre" by Annmarie Guzy.....11

An example of a seminar topic balancing honors students' specialized disciplinary education with the University of Alabama's goal of providing a well-rounded education. An elective course that encourages students to use their major disciplines as a lens to examine the concepts raised in horror books and films. Example: a final seminar paper written by a bio-medical major connecting medical concepts in Frankenstein with current medical practices.

6. "How Honors Programs Can Encourage Student Research" by Cheryl Achterberg.....17

The need for beginning honors students to learn to evaluate research findings; to learn to recognize junk science from good science. Honors perfect for teaching students to discriminate between quality and junk as a prelude to their own research. From the dean of Penn State's Schreyer Honors College.

2. ABOUT HONORS

- 7. “An Exploratory Study: A Comparison of Honors & Non-Honors Students” by Edgar C. J. Long & Stacey Lange.....20**

Originally presented at Conference ‘01, Chicago, revised here. Based on information from Central Michigan University. Another article on vexing problems: How can large public universities provide students with critical intellectual skills; what is an honors student? An on-going problem faced by honors programs and honors colleges.

- 8. “Results from the SMACOHOP Survey of Small College Honors Programs: Part 3” by Larry Steinhauer.....31**

In this, the third article in the series reporting on the results of the survey conducted by the Small College Honors Programs (SMACOHOP) section of NCHC in the fall of 1999. Part 3 deals with the nature of Honors graduation requirements and about the financial resources available. Parts 1 & 2 can be found in Fall ‘01 and Winter ‘02 issues. Parts 4 & 5 will appear in the Summer ‘02 issue. Any other constituency (Large University, Two-Year College) interested in parallel studies? Would make a good monograph, maybe. Thank you, Larry, honors director at Albion College MI.

- 9. “Large University Honors Programs & Thesis Questionnaire” by Julia Bondanella.....34**

Questions asked, questions answered about the number of honors students attempting and completing theses in 26 large universities. Also includes information about the availability of funding for honors students working on theses. Use as a benchmark for your own program or college.

REWARDS AT GRADUATION

- 10. Special Recognition for Honors Students at Graduation.....40**

Taken from the honors listserv. Thanks especially to Mark Anderson & Charlie Slavin. A number of postings presented throughout this issue. You never know what you’ll need to know next month or next year. Recommendation: join the listserv!

RETURNING

- 11. “Discovering Untapped Allies: Bringing Honors Alumni Back Into The Fold” by Cathy Randall, Becky Gares, Hew Joiner & Connie Hood.....44**

Bringing honors alumni back into the fold. Ideas from four colleges about using email, forming alumni councils, conducting exit interviews, showcasing alums on websites, and invitations to campus. And more.

- 12. “A Tenth Anniversary for a Dime (or Almost)” by Virginia McCombs.....49**

A calendar of events for a yearlong celebration that cost the Oklahoma City University Honors Program practically nothing. Some good suggestions for making use of campus resources. You can do it, too.

REPORTS & REVIEWS

A. REPORTS

- 13. "A Culinary Adventure: Designing Our Future" plus a Report on the 2001 Conference by Rosalie C. Otero.....51**
 NCHC Goals for 2002 by the new president. Addressing the upcoming changes in the NCHC; addressing some proposed changes, including a permanent national office. Plus a detailed report on the conference. Please read.
- 14. "From the Home Front" by Earl B. Brown, Jr.....56**
 A report on the state of the NCHC. Read about financial projections, membership, conference attendance, and new associations with higher ed groups. Please read.
- 15. "Report on the Undergraduate Summit" by Sam Schuman.....60**
 A pre-conference session, "An Undergraduate Summit," held at the 2001 National Collegiate Honors Council Conference (NCHC). Sponsored by the NCHC; convened by former NCHC presidents, Anne Ponder and Sam Schuman. This session brought together senior leadership from major higher education organizations to discuss the current status and prospects for undergraduate education. Another major effort to expand NCHC's presence among higher ed groups.

B. REVIEWS

- 16. "Conference Afterglow" by Andy Geoghegan.....62**
 Coming home with several ideas: the need for a two-year school honors program to have handbook or guide for faculty teaching in honors (send yours); the need to determine how it's possible to run a quality program on seven to ten hours per week, or with minimal reassigned time (let me know how).
- 17. "Conference Thank-You" by Rosalie Otero.....63**

"I am a senior eagerly awaiting graduation from the State University of New York at Potsdam. We, too, are a relatively new program. In fact, this is the first year we will have seniors graduating who completed both stages of our Honors Program.

"A few years ago (three, I believe), the HP Director got a few students together with himself and a representative from the Office of Public Affairs to discuss the recognition of Honors Graduates. The compromise we finally came to allowed for the distribution of an honors medallion (the ribbon in the school's colors) and a line on the student's transcript detailing what portion(s) of the honors program they had finished. The students, of course, wanted more than that, but we figured an extra cord in addition to the medallion was overkill and there was not much we could do about the diplomas since they were issued by the state. We decided to give the medals at the HP Banquet (usually in April). You could also give the medallion at a separate ceremony and give a certificate to the student so they could frame it.

"If you want to move in this direction (and I am not sure when you are hoping to have the decision), I would suggest some kind of meeting like we had. Get some student input, make an offer and see what happens. I know it helped us greatly to be able to tell college officials that other colleges gave medallions. In fact, I even went to the meeting with a brochure from another university showing their award. We later use this picture as a template. NCHC meetings are great for that.

"So, I hope this helps. I think it really depends on the openness of the administration, the size of the institution, and what exactly you feel is appropriate."

– from Morgan Goot <goot47@potsdam.edu>

What is the NCHC?

The National Collegiate Honors Council (NCHC) was established in 1966 as an organization of American colleges and universities, students, faculty, administrators, and those interested in supporting honors education.

Historically, the honors movement has been a catalyst for positive change in American higher education. Many of its innovations (undergraduate research, study abroad, experiential learning) have become standard features of mainstream post-secondary curriculum.

NCHC members, both individually and together, continue to respond to the special needs of exceptionally talented and motivated students through a wide variety of programs and activities.

- NCHC encourages the creation of and renewal of honors programs by offerings popular annual workshops: Beginning in Honors®, Developing in Honors, and Students in Honors.

- NCHC supports existing honors programs with a full slate of national, regional, and statewide conferences, forums, and workshops.

- NCHC promotes a better understanding of current issues and developments in honors education through its two publications, *Journal of the NCHC*, a scholarly journal, and *The National Honors Report*, a professional quarterly.

- NCHC creates new learning opportunities for students: theme-based Honors Semesters, in places like Appalachia, the Grand Canyon, and Greece; and Sleeping Bag Seminars when students from several institutions get together for a weekend of theme-based learning and socializing.

- NCHC sponsors a wide range of committees and programs that support specific constituencies, such as Large Universities, Small Colleges, Science & Math, Two-Year Schools, as well as committees and programs that address specific concerns of honors education, such as Teaching & Learning, Evaluation, and Research.

- NCHC provides grants through its endowed Portz funds to support undergraduate research and to support innovations in honors programs.

- To *join* the honors listserv at George Washington University, email <listserv@hermes.circ.gwu.edu> with the following command: <sub honors (put your name here)>. The listserv will automatically pick up your email address.

- To *post* to the list after subscribing, mail your message to <honors@hermes.circ.gwu.edu>.

- If you have *problems with the listserv itself*, contact the webmaster at <uhpom@gwu.edu>.

- To *remove your name* from the listserv, send the command <unsub honors your name> in the first line of the message box to <listserv@hermes.circ.gwu.edu>.



Recruiting

From the External Relations Committee

“Selling People on Honors Education”

by Lydia Daniel & Joan Digby, Co-Chairs

<daniel@hcc.cc.fl.us> & <jdigby@liu.edu>

In thinking about how to market our hundreds of honors programs and colleges around the country, the External Relations Committee co-chairs have arrived at the conclusion that no one is more equipped to market our programs than we are! So, we thought, why not publish some instructions on how to sell ourselves through our local newspapers.

What follows is a generic article about honors education, with some information about NCHC and about our new *Peterson's Honors Programs & Colleges*. Since our book will be available in early June, you have a few months to develop the article. External Relations invites you to take this challenge. Copy the article; make whatever changes and additions you want; rewrite it as much as you like, and add your own name as a by-line. At the end of the article you will find a lead sentence that introduces copy about your own particular honors program. Add your material; then send the article to local newspapers. ***We suggest an early summer target date.***

Don't hesitate to adapt the article to “news” that will attract attention to your program. If you have good pictures, add them. If you have an honors student who has “made headlines” or done something special, add the human-interest piece. In our experience, many local papers NEED COPY all the time. They may be happy to have this article. If it does get taken, please clip the article and send a copy to Earl Brown at the NCHC National Office, Box 7017, Radford University, Radford, VA 24142-7017.

Let's see how much we can do to make people aware of the exceptional education we offer. Below is the article we present for your adaptation and use.

FOR IMMEDIATE RELEASE

**Get an A+ Undergraduate Education:
Go HONORS!**

Are you bored with high school and ready to take on the world? Have you raised a family and now want an education of your own? Does learning beyond the

ordinary catch your imagination? If you are a strong student filled with ideas, longing for creative expression and ready to take on career-shaping challenges, then an Honors education is just for you. Honors programs and colleges offer some of the finest undergraduate degrees available in American colleges

“The essence of honors is personal attention, top faculty, enlightening seminars, exciting study-travel experience, research options, career-building internships—all designed to enrich a college education and prepare you for life achievements.”

and do it with students in mind. The essence of honors is personal attention, top faculty, enlightening seminars, exciting study-travel experiences, research options, career-building internships, all designed to enrich a college education and prepare you for life achievements. And here's an eye-opening bonus: honors program and colleges may reward your past academic performance by giving you scholarships that will help you pay for your higher education.

Students who do well in high school are the very students that colleges and universities are competing for. Generally, if you have a 90 or better High School average (and a “hot” score on the SAT or ACT) and an SAT over 1200 or an ACT over 26 (whatever figures work for you), you can think seriously about “using your brains” to pay for your college education. Past performance means a lot to colleges, and many donors and colleges like to support students who have a track record of doing exceptionally well. So, in addition to state and federal money based on need, many colleges and universities have honors scholarships based on merit! Put them all together, and you may be offered a scholarship package that will let you go to college without racking up big student loans.

Honors programs and honors colleges have frequently been called “the alternative Ivy League.” That’s because honors, no matter where it is located, offers some of the same benefits as an Ivy League learning environment: small discussion-oriented seminars, individual attention and the benefit of studying with the cream of the faculty.

Since the honors curriculum generally takes up less than 1/4 of a total degree, it also leaves you plenty of time to double major, play in the orchestra, write for the paper, act, play soccer or raise a family. Because honors emphasizes the extraordinary, many programs are also looking for adult students, international students and people whose life experiences have added dimension to their thought. Though you might not be coming to college right out of high school, you may well be a very attractive candidate for honors.

Take your choice of institutions: community college, state or private four-year college or large research university. There are honors opportunities in each. What they share in common is an unqualified commitment to academic excellence. Honors education teaches students to think and write clearly, to be excited by ideas and to become independent, creative, self-confident learners. It prepares exceptional students for professional choices in every imaginable sphere of life: arts and sciences, engineering, business, health, education, medicine, theatre, music, film, journalism, media, law, politics, invent your own professional goal, and honors will guide you to it!

Honors is most often structured as a general education or “core” component followed by advanced courses (often called colloquia or seminars) and some kind of culminating project or thesis based on research or creative expression. Almost always honors curriculum is incorporated within whatever number of credits is required of every student for graduation. It includes students of every major on a campus and very rarely requires students to take additional credits. Students who complete an honors program or honors college curriculum frequently receive transcript and diploma

notations, as well as certificates, medallions or other citations at graduation ceremonies. All this is great for your resume!

For more than half a century Honors education, given definition by the National Collegiate Honors Council, has been an institution on American campuses. NCHC member schools all subscribe to a list of essential characteristics that make an honors education worth the extra effort and commitment. You can find the NCHC on the World Wide Web at <http://www.radford.edu/~nchc>.

You can read about more than 500 NCHC honors options in the new, third edition of *Peterson's Honors Programs & Colleges*. This expanded book describes each honors curriculum in detail and places the program or college in the Campus Context. It includes the application process and participation requirements. Honors scholarships opportunities are also spelled out in detail. This convenient guide is the only Honors guide on the market. Since Honors Deans and Directors are extremely interested in talking directly with prospective students, *Peterson's Honors Programs & Colleges* gives you a directory of telephone numbers and e-mail addresses that will put you on the road to admission. If you are an exceptional student, then this is the one guide that will help you get the most out of college.

Order your copy by phone from Peterson's direct at 1-800-338-3282. To order on line, got to Peterson's bookstore: <http://e-catalog.thomsonlearning.com/326>.

If you are interested in attending a college or university in our region that has an honors program, then you should be thinking about . . . (add your information here). *nchc*

We are very much interested in how you use this piece (or one like it of your own creation). Please help us make people aware of HONORS and send us your results!

“Our students graduate in one of three curriculum paths. For the path with minimum Honors curriculum involvement, nothing is printed on the diploma, but they receive A Certificate of Excellence from the State Board of Regents for completing a special core curriculum recommended by the Board. For students who complete a fuller Honors curriculum, the words Honors Diploma are printed in gold leaf in the middle of the diploma. For students completing a very demanding 3rd path through our Honors Program the words Honors Diploma in Liberal Studies are printed in gold leaf in the middle of the Diploma.

“All students are recognized on the Commencement program for their particular Honors involvement (i.e., three different symbols are used corresponding to the three paths). This spring for the first time we will begin awarding them also an Honors Program medallion to wear on their gowns at graduation.”

– from James Walter, Southeastern Louisiana University, xjwalter@selu.edu

A. Pre-College Programs

“A Summer of Excellence”

by Gerald T. Szymanski & Stephanie A. Adamson
University of Arizona

The Honors College at The University of Arizona has a well-established program designed to facilitate and encourage the higher education aspirations of high school juniors, with a special emphasis given to the recruitment of minority, disadvantaged, and first-generation college students. The program has had over twenty years of success, and we would, therefore, like to share some of the wisdom we have incurred in developing, promoting, and maintaining this program. Moreover, we would like to encourage other Honors departments to implement similar programs designed to reach out to the community and assist diverse students in their education pursuits.

The Program

“A Summer of Excellence” is a pre-college program that engages talented high school students in an exciting and intellectually challenging summer before their senior year. “A Summer of Excellence” actively recruits not only the best high school students in Arizona, but also those who have endeavored to overcome adverse challenges that many students do not ordinarily experience. “A Summer of Excellence” participants enroll in an undergraduate summer session course, live on campus in a university residence hall, and fully experience negotiating the multifaceted complexities of college life.

As result, participants make lifelong friends with other students who are intelligent, enthusiastic, and eager to find out about university life. “A Summer of Excellence” boasts a diverse student population with students coming from not only Arizona, but also from across the nation, including Native American reservations and from as far away as America Samoa. “A Summer of Excellence” provides participants with activities outside of courses that assist them in gaining independence, learning about themselves,

and confidently setting goals for their futures in higher education. The courses students attend begin their University of Arizona transcripts and the credits are fully transferable to other colleges and universities.

Program Benefits

The benefits of “A Summer of Excellence” are designed to promote multidirectional student development. Not only does an encouraging staff positively reinforce students, the participants themselves are also part of a unique academic cohort of students who can turn to each other for additional support. This type of social support is essential for optimal student development. The literature on retention consistently states that a critical component in encouraging minority, disadvantaged, and first-generation students to stay in college and to graduate is close personal contact with faculty and staff, particularly during the early stages of their academic careers.

Moreover, with all other things being equal, high school students who associate with other students who plan to go to college are four times more likely to go to college themselves. “A Summer of

Excellence” encourages students to foster those types of friendships. Some of the other benefits our students can expect include: developing academic confidence through successful completion of an actual university course, experiencing independent living in a residence hall environment, and learning necessary strategies for the college admission process, career exploration, and time management.

The benefits of the program do not end with the student; however, they also benefit our university. “A Summer of Excellence” is an outstanding recruitment program for the University of Arizona. Over half of the students who attended “A Summer of Excellence” only as a step toward other goals ended up enrolling at the University of Arizona the following year. More than four out of five of these students are currently active students in The Honors College.

Eligibility

“A Summer of Excellence” is open to high school students who will complete their junior year by June of the summer they wish to attend. The Honors College pursues motivated students who

demonstrate outstanding academic ability. Although a minimum cumulative grade point average of 3.50 is preferred, high standardized test scores or strong letters of recommendation are considered in lieu of the GPA requirement to accommodate students who have overcome some type of adversity. The Honors College strives to create an environment that understands, fosters, and embraces the value of diversity among students, faculty, and staff.

Courses

Students are eligible for virtually all of the freshmen and sophomore level courses offered during summer sessions. One notable exception is the university's English composition sequence, English 101 and 102. In order not to interfere with their required senior high school English, we have worked diligently with the English department at The University of Arizona to develop an English course exclusively for our students: English 197a-Honors: Thinking and Writing.

This course is designed to prepare students for college by improving their reading, writing, and researching skills. Students examine and practice various types of analysis, argument, and research methods. Furthermore, students not only learn strategies to generate writing, but also learn strategies to revise their papers for a timed placement essay exam, a placement portfolio, or a classroom assignment. Moreover, students learn to draw on the cultural and technological resources at The University of Arizona such as the Center for Creative Photography, the Arizona State Museum, the Center for Computer and Instructional Technology, as well as the various university libraries. We have included one student's story in order to illustrate the success of

implementing this special English course.

Ben (not his real name) is an African-American student who lived with his two sisters and his widowed grandmother. His grandmother was unable to work, however, because of a serious illness. He attended a high-minority, low socioeconomic status high school where over 60 per cent of the students are on the free lunch program. He is the first member of his family to attend college and he desires to become a physician. He maintained a 3.82 and his school counselor characterized him as a leader who impresses others with his polite and respectful manner. Yet when he began the English course, he was not as well prepared as some of the other students who had attended high schools in more affluent neighborhoods. He was successful despite this disadvantage, however, because he worked very persistently and spent individual time with the course instructor who was delighted to provide the extra assistance. By the end of the term, Ben had excelled in his course, and not only received a well deserved "A," but also finished in the top three of his classmates.

Activities

The "A Summer of Excellence" experience is designed to mirror the typical college activities of a University of Arizona student. Although academics are the priority, we also want our students to accomplish more than just attending class and studying. Therefore, we have developed a program of educational and fun activities for all "A Summer of Excellence" participants. On Mondays, for example, the participants gather together to

catch up on the "business" of the week and to participate in a group activity. In addition, we hold workshops on topics such as choosing a major, exploring careers, and learning the practical aspects of both college admission and financial aid. Other required activities include the orientation luncheon, closing ceremonies, and local cultural excursions.

One of the most worthwhile projects we have developed to facilitate participant involvement is the student yearbook. Students take photographs, write stories, compose poems, and invent categories, such as the "Best of the Best" or "Clowning Around." Essentially the students design the yearbook, with the assistance of their peer advisors, and we assemble it for distribution during the closing ceremonies. The yearbook has a practical aspect, as well, however. During check-in, we take pictures of the students that provide us with a visual aid in learning their names, and students get their own current photograph as well.

For additional camaraderie, students can participate in optional activities such as hiking in the Catalina Mountains, ice skating, and dancing at a local teen club. On campus, students enjoy art and cultural centers, the use of the campus recreation center, laser light shows at the planetarium, poetry readings, live music, and other collegiate activities. We encourage students to participate in these activities, not only to get to know each other, but also to learn about our campus. By design, there is something for everyone.

Housing

Participants live in a conveniently located residence hall adjacent to the Honors College. There they have full access to game rooms, lounges, courtyards,

and study rooms. On campus, students have full access to the libraries, the student union, the campus recreation center, and the well-equipped computer labs. In addition, all residence hall rooms have high-speed connections both to the University's computer network and to the World Wide Web. Each room has a small refrigerator and many students elect to have simple breakfasts, lunches, or snacks at the hall. Students may chose to eat at our Student Union facilities or at nearby restaurants.

We have learned that living on campus is an essential component of the "A Summer of Excellence" experience. Non-residential students tend not to develop the social and living skills that have been nurtured in other students. Therefore, we have made campus housing a requirement. We also set a curfew; 11:00 p.m. Sunday through Thursday and midnight on Friday and Saturday seems to work the best. In addition, we do not allow anyone, other than roommates, to be in individual rooms after 9:00 p.m. Sunday through Thursday and 10:00 p.m. on Friday and Saturday. This policy allows students to use their room for sleep or studying without continuous interruptions from other participants.

Discipline

For any program, discipline can be a formidable task. The Honors College, with guidance from the university attorneys, has established a discipline policy that does not infringe on the rights and due process of the students. When discipline is necessary, however, our first action is to ask ourselves, How can we make this a teachable

moment? Although it is not always possible to do, we prefer to implement a teaching component in lieu of merely disciplining a student. As a result, we gain the trust and respect of the participants who realize that we truly care about them and their development. Furthermore, we also are able to

"The literature on retention consistently states that a critical component in encouraging minority, disadvantaged, and first-generation students to stay in college and to graduate is close personal contact with faculty and staff, particularly during the early stages of their academic careers."

assist wayward students in their own developmental needs.

One part of the teaching component might be requiring a student to write letters of apology to all individuals concerned, or to give a presentation to the rest of their cohorts. This summer, for example, two students reported on alternative activities to engage in when bored. Some of their suggestions were printed (with their permission) in that session's yearbook. A few examples: play pool; eat; do homework; thumb wrestle; arm wrestle; play hide and seek; get a haircut; learn to juggle; recycle recyclables; hang out with a friend; talk to a new person; sleep or daydream; do laundry; go to your class; take a shower; go see a play or opera; have a séance; make a list of what to do when you are bored; alphabetize the list when you are done; bake a cake; go bowling; go swimming; see how long you can hold your breath; make a new friend; read the dictionary.

Staffing

"A Summer of Excellence" falls directly under the guidance and auspices of the Assistant Director for Recruitment and Outreach, Stephanie Adamson, who reports to the Dean of the Honors College.

Ms. Adamson designs, conducts, and review participant evaluations. Changes in the program are based in part on these evaluations. She mediates and resolves disciplinary actions where participants violate program, residence hall, or university rules. She also hires, trains, and supervises the "A Summer of Excellence" Graduate Associate, who conducts the day-to-day activities and supervises the Peer Advisors.

Furthermore, Ms. Adamson recommends outreach policy changes and implements new programs in consultation with the Dean. Under the direction of Ms. Adamson, the program has grown tremendously in the number of students it is available to serve. Moreover, under her management, the program has started to generate revenue for the Honors College; naturally, this is not a primary objective of the program, but it is a benefit, especially in times of fiscal crises.

The "A Summer of Excellence" administrative secretary, Rosie Alvarado, is the backbone of the program. She manages nearly all of the paperwork necessary to the program. Rosie assists in the coordination of mailings to high schools and to potential students. She answers inquiries about the program from parents and students. She prepares admitting paperwork and serves as a liaison to the Admissions Office, to the Campus Health Center, and to Residence Life. Rosie also registers students for courses and orders food, vans, and tickets for events.

In addition to the professional staff at the Honors College, the students are served by undergraduate peer advisors who live in the residence hall with them. These peer advisors serve as

mentors, social directors, and assist in providing transportation. Peer advisors maintain a safe and comfortable living environment by enforcing program and residence hall rules. Peer advisors are typically juniors or seniors, and many have been "A Summer of Excellence" participants themselves. Needless to say, peer advisors are an invaluable resource.

Funding of Students

Although "A Summer of Excellence" is reasonably priced, high school students are ineligible to receive any financial aid. Out-of-state tuition is waived, so the cost of the summer program is approximately \$1,200, which includes the application fee, the program activity fee, university tuition and fees, residence hall fee, food, books, supplies, and miscellaneous expenses.

"A Summer of Excellence," however, is able to provide scholarship money to students who would not normally be able to take advantage of such a valuable opportunity. Scholarships would not be possible if it were not for the continuing efforts of our dean, Dr. Patricia MacCorquodale, who continuously pursues and procures scholarship monies for the program. In special circumstances, she has arranged for full scholarships. One of our students, Matt (not his real name), was a recipient of a full

scholarship through her efforts. Matt is from a small town in rural Arizona and he is a first-generation college student. He maintained straight A's in his courses, he was active in his school, and he received a phenomenal recommendation from his high school counselor. He did not originally return a scholarship application, however, because after his mother was required to leave work for medical reasons, and their home phone had been shut off, he realized that even a heavily funded partial scholarship would not be enough to allow for his attendance. Consequently, he was very disappointed, especially after working so hard in school. Word of this made it to our office via his grandmother, who explained the family's circumstances.

Dr. MacCorquodale set out to secure additional scholarship monies in order to fund this student fully, even though partial scholarship funding had previously been the policy. Not only was she incredibly successful in obtaining funding for this student, but also obtained additional funding for others who were in similar financial need. Fortunately, in the case of Matt, we were able to contact the grandmother, who actually had to drive to the student's town (because the student's family no longer had phone service) and then drive back

home and leave us a message to let us know if he would be able to accept the scholarship. Her message of acceptance was joy filled and she stated that "this blessing" was the first good thing to happen for the family in a very long time.

Although the program would undoubtedly continue if we were not to offer scholarships, students who could not afford to attend would be deprived of a valuable learning experience. Those who could afford to attend would be denied the opportunity to interact with such a diverse and bright group of students who often come from very different backgrounds.

Conclusion

The Honors College at the University of Arizona is proud of the success of "A Summer of Excellence." We are always striving to improve our program, so we encourage your feedback. If your Honors department has a comparable program and you would like to exchange experiences and ideas, or if you are interesting in establishing a similar program, please feel free to contact us. Address your comments to Stephanie Adamson, Assistant Director for Recruitment and Outreach, who can be contacted at SOE@honors.Arizona.edu. *rtc*

"We don't allow graduates to where ANY cords, pins or medallions, save for the general honors medals (cum, magna, summa) that the president puts around the necks of those who earn them.

"We differentiate Honors Program grads by way of a commencement program notation and by the special nature of their diplomas. Honors diplomas are the size of the old sheepskin diplomas (three times the size of regular diplomas). Essential information already is printed on the parchment, but specifics (name of graduate, date, degree, etc.) are done in calligraphy. Each diploma is hand-signed by the president, VPAA & Honors Program Director. The Honors Program seal is affixed to each, as is a seal for cum laude, etc., if earned. Then each diploma is rolled and tied. When the student's name is announced, she is named an Honors Program Graduate, and it's pretty apparent that the student is receiving a special diploma.

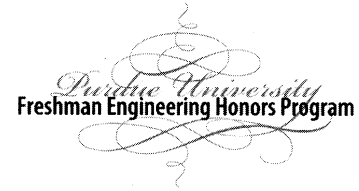
"At our yearly President's Awards Convocation, which takes place a couple weeks before graduation, Honors grads are announced (I usually take the opportunity to mention each student's thesis title) receive velvet diploma bags (hand sewn) they can use at graduation to transport their larger diplomas.

"There's lots of handwork and time involved here, but I think the students appreciate it. They also are clearly treated distinctively, and that's the point."

— from Donna Menis, Saint Francis University <dmenis@francis.edu>

"STEP: Seminar for Top Engineering Prospects"

By Gayle Hartleroad
<ghartler@ecn.purdue.edu>



Program Overview

The thrust of the program is to give senior high school students an opportunity to explore what the various disciplines of engineering are and what career paths they may seek. The STEP program is a weeklong experience at Purdue's West Lafayette campus with participants learning about engineering and college life through a series of tours, demonstrations, classroom experiences, and projects. Since the computer is a fundamental tool used by today's engineer, students have the opportunity to solve elementary engineering problems using software packages such as Excel©. Other sessions during the weeklong experience include: labs tours and demonstrations from the various schools within the Schools of Engineering, college success skills, plant trips to local industry, Atoms in Action (a chemistry shown designed to peak a student's interest into the marvels of chemistry), and various hands-on engineering projects.

Program Eligibility


Students are eligible for the seminar if he/she is entering the senior year in high school and is interested in investigating career possibilities in engineering. Applicants should have completed three years of high school mathematics and one year of chemistry or physics. Students must be recommended by a mathematics teacher, science teacher or guidance counselor.

Other Activities:

There will be several organized social activities during the week, such as bowling and a picnic. Additionally, free time can be spent in the Residence Hall, at the Student Union or in the Co-Rec Gymnasium. As the center of student life on campus, the Union houses the Sweet Shop, a 24-table billiard room, a 14-lane bowling alley, an art gallery, and video game areas. The Co-Rec Gymnasium has facilities for a number of sports activities including swimming, basketball, tennis, badminton, and volleyball.

Program Costs:

The registration fee for the 2002 STEP program will be \$460. This amount covers room, board and tuition for the one-week seminar. Some need-based scholarships for STEP are available courtesy of Purdue's Women in Engineering Programs and Honors Programs; parents should submit a letter stating financial need with the application.

The program is designed to give students an opportunity to look into educational and career opportunities in engineering while spending an enjoyable week at Purdue's West Lafayette campus. The one-week seminar, which is offered twice in mid- to late July, is open for competitive application from students who are about to enter their senior year of high school. The STEP brochure and on-line application may be accessed at http://engineering.purdue.edu/FrE/resources_for/prospective/step. 

A Penny War

"UNC Charlotte's University Honors program needed at least \$800 per year to cover parking, insurance and repairs on the food recycling van utilized to transport leftovers from campus food outlets to a local soup kitchen three times per week ... to feed 300-600 people per month.

"Our students initiated a Penny War between honors classes with the usual 'odd rules' such as a \$1 bill was a negative, etc. The prize was breakfast for the class which raised the most 'positive' cash. Competition lasted two weeks and raised nearly \$350.00.

"How is that for income above and beyond the expected?"

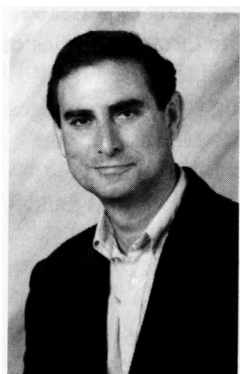
—Dr. Al Maisto

(with thanks to UNC student Glenn Hutchinson who began a campus food recycling program as a sophomore; as a graduate student he was instrumental in campus food recycling across North Carolina.)

B. Grabbing Those Good Kids

“Joining the (Honors) Class”

By Paul Strong
Alfred University
<fststrongp@alfred.edu>



In the fall of 2000, when the Gore-Bush race was beginning to heat up, Roger Rosenblatt wrote a lovely essay for *Time* called “Out of this World: The Unrepentant Confession of an Apolitical Junkie.” It poses, in an interesting way, a conundrum about “joining” which must vex many an honors director.

“Would you care to rejoin the class? Would you care to rejoin the program in progress? Would you care to rejoin Cokie and Sam and Tim and Wolf? (I wish that Wolf were on Fox). Would

you care to rejoin the parties, the pollsters, the civil service, the Civil War, the Elks, Masons, Mummens, the American Legion, the French Foreign Legion, the Boy Scouts, the team, the league, the gang, the clique, band, guild, the company, the task force, the committee, the sub-committee, the staff, the tribe, sect, clan, caste, phylum, genus, species? The presidential race? The human race? Not really.”

What I like most about this paragraph, aside from what I take to be its wit, is that it captures so precisely the way I feel about “joining.” Like Groucho, I don’t want to be part of any club that would have me for a member. When I was a kid, I lasted in Cub Scouts about a week; not long ago, when our University president of 18 years retired and I had to don a tux for a formal dinner, I found myself squirming just as I had at those Cub Scout meetings. (Why do I actually like the academic male uniform of blue blazer and chinos? Don’t ask.) Yet as Honors Director I am the leader of a gang, a clique, a band, a guild, and, most certainly, of a committee. Stranger yet, it’s my job to *actively recruit others to join!* —I do all the usual things: work with Admissions counselors, write brochures, interview students and their parents. Knowing full well how it feels to instinctively resist organizations, I have tried to find ways to attract the Roger Rosenblatts of the world, independent types who, I have found, really enjoy Honors once they get beyond their reflex resistance to “joining the class.”

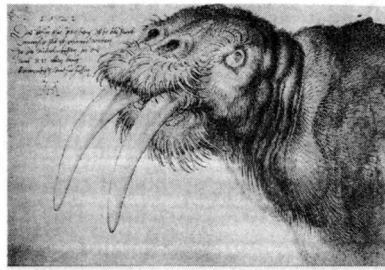
When Edward Albee was on campus many years ago, he was asked how he responded when people found

symbolism in his work which clearly “was there” but which he hadn’t been conscious of when writing. “I immediately make it part of my conscious intention,” he replied. I wish I could say that what follows was a “strategy” planned from my first year as HD, but it wasn’t. In fact, only after a number of years did I realize there was a pattern at all.

In some respects, Alfred’s is a “stealth” Honors Program. We have an Honors house, but it has no Honors sign outside. We just call it 8 Park Street. I figure any kid who’s smart enough to be in Honors should be able to find it without a sign. More to the point, not having a sign outside, I like to think, also makes Honors less “clubby.” Furthermore, there are students who simply don’t like being singled out, and, in part, this is in deference to them. We have an Honors tee shirt, too, but it doesn’t say Honors on it anywhere, either. Instead, it boldly proclaims “our motto” — “Time Flies Like an Arrow; Fruit Flies Like a Banana.” *The Peterson’s Guide* didn’t want any part of “our motto” in the Alfred write-up, but after some back and forth they finally relented. What they agreed to was this: “The Honors Program has a motto: Time flies like an arrow; fruit flies like a banana. It is a reminder not to take things too seriously.” [You could look it up]. This is a shot across the bow of clubbiness. Why would an Honors Program have a motto at all? “Our motto” is a joke, a parody, and has more in common with “Knowledge is Good” of *Animal House* than with the leaden seriousness of “*Veritas*” or “*Fiat Lux*” or “*Ad Astra per Aspera*.”

This “message,” if I dare call it that, is backed by the seal of the honors program, which first appeared on the cover of our brochure, and which can now be seen on our mouse pad, bookplate, and even in some University non-honors mailings. Siggie, the name suggested by an Honors mom (short for “*sigillum*”), the seal of

the Honors Program, began as an inside joke. For years Alfred has been trying to settle on a logo for the University, and there was a major flap on campus when the chair of our design program, a nationally known artist, had his logo design rejected by the faculty and trustees. I figured if the University couldn't agree on a seal, the Honors Program certainly could. There's another reason for Siggie. When I was an undergraduate at Colby, the man who was "college designer" did such a lovely job of making posters to advertise upcoming speakers and artistic events that they were snatched off the walls to be hung in student rooms (usually well before the events took place, as a result no one knew who was speaking, or when). I wanted a brochure cover that was striking, something a high school senior might even choose to tack up on the wall of her room. Durer's walrus (all the better that the "seal" is a walrus) seemed the perfect soul mate to "our motto", a way of using the trappings of an organization to say "this one is different, you non-joiners you, it might be right up your alley."



The Alfred University Honors Program

Students who are sent the brochure with Siggie on the cover also get *Sublunary Life*, the Honors Newsletter, and *The Insider's Guide to Alfred*, written entirely by Honors students. *The Insider's Guide* asks questions about college life that didn't come out of a cookie cutter. What if I miss my dog? What do I do if my clothes get dirty? What if I get hungry? Is it true college dorms have no

plumbing? It provides answers, of course: "Will the parents be afraid? Probably.

My parents were. They were afraid I would drink too much, sleep too little, melt my ice cubes and freeze my milk, get tangled in my fan's cord and pull it down on my head, practice Unsafe Extension Cord Procedure, be too hot, be too cold, fall out of my window, and subsist entirely on pop tarts and Coke."

Sub Life, like *Insider's*, consciously attempts to subvert suspicions non-joiners might have that Honors is stuffy, or clubby, or, worst of all, somehow like their high school "honor society." The first five pages of every issue contain nothing but humor (the most recent iteration is a "Taliban Edition, All Osama, All the Time"), often the results of email "contests": Honors bumper stickers to counter the annoying but ubiquitous "My kid beat up your Honor student," (I is not an Honors student, Edjukashuns not for me) "Why chocolate is better than sex," (Good chocolate is easy to find, You don't have to feel guilty for imagining that

your Eskimo Pie is a Dove Bar), "Excuses for late papers" (My girlfriend thought it was just a draft, so she scalloped the edges and used it for cupcake liners, My paper, "A Critique of the Mullahs," was all done and I was about to hand it in when I heard that you

sometimes read papers aloud in class the day they're due, so I decided to wait for a few days) and so on.

With the advent of the web, one is yet again challenged to find ways to present a face to the world that doesn't smack of secret handshakes and pins, ceremonies, tassels, and mortarboards. One feature of our site which exists expressly for that purpose is the "humor" link, which begins with an Honors Entrance Exam (Time

Limit: 3 weeks).

Where does rain come from? Macy's? A 7-11?

Canada? The sky?

What religion is the Pope? Jewish? Catholic? Polish?

Would you ask Shakespeare to build a bridge? Sail the oceans? WRITE A PLAY?

Another piece to this puzzle concerns the way I sign email to Honors kids. In any official capacity-writing to high school seniors, or on my syllabi, say, I am "Dr. Strong," and that, I think, is as it should be. But when emailing kids on campus, already in Honors, that just didn't seem in keeping with the less formal tone I've tried for in the ways described above. What I finally settled on are a series of mock-serious titles: The Poohbah, Hizzoner, Grand High Exalted Mystic Ruler (Norton's way of addressing Ralph Kramden, in full

"Ok, for all our attempts not to be, in some respects we are a club (you have to in Honors to take the seminars, for example) but, you know what? We're an interesting club, a serious club, a club that just might add something of value to your life."

"Raccoon" regalia), Grand High Fuzzy Wuzzy, His Beatitude, His Serene Highness, Sovereign Lord of Bipeds, and so on.

Some years ago in *The National Honors Report*, Sam Schuman wrote that Honors Programs could contribute to campus life by making themselves the locus of curricular experiment. That has become the rule on our campus, and is an explicit part of the call for seminar proposal, a mailing that encourages faculty to try something new, to take a risk, to follow their heart. The result has been some unconventional seminars, some of which sound like they were thought up in Mill Valley, in the shadow of Mount Tamalpais, rather than in a small town in the economically depressed area known as "the Southern Tier," in the foothills of the Alleghenies. Some of our most attractive seminars, both to faculty and students, address what appears to be a deep spiritual unease; among the most popular have

been on T'ai Chi, Meditation, Alternative Healing, The Left Side of the Brain, Zen, Spirituality and the Counterculture. One group even attempted a vision quest.

I strongly believe Sam had it right: Honors can and should be a stalking horse for new things, not to mention a place of renewal for faculty, and one of the things that makes me happiest is when an Honors seminar becomes a "regular course," part of the standard curriculum. In fact, I believe, the real glory of the Honors movement lies in its variety. But there's a subtext here, too, at least on my campus, offering courses so far off the beaten track is a way of saying to the Roger Rosenblatts of the world, "Ok, for all our attempts not to be, in some respects we are a club (you have to be in Honors to take the seminars, for example) but, you know what? We're an interesting club, a serious club, a club that just might add something of value to your life."

Near the end of his essay, Rosenblatt imagines an outside observer, annoyed by his dreamy detachment,

his refusal to "rejoin the class," assailing him: "You're a snob, that's what you are. And the worst sort of snob. You claim to be on the side of the people when you don't want anything to do with people . . . Hey, you! I'm talking to you." One of the nicer sidebars to a less formal Honor Program is that it's not likely to be attacked as "elitist" (and to the extent it truly is a "stealth" program, it's not likely to be attacked at all). That makes a big difference on a campus like ours. Alfred is a small, rural "comprehensive university" of about 2,000, with a college of liberal arts, an engineering school and a business school. But it's the art school which is most responsible for our campus ethos, the combination of students with metal studs in every orifice except in their pink, spiky hair, and faculty whose jeans are always covered in clay, gives our campus a decidedly informal feel. In such an atmosphere, pretentiousness is quickly detected and derided. Perhaps it is this (along with our cold, snowy winters) that makes Siggie the seal such a comfortable fit. *rdc*

"Here at East Tennessee State University, we have a number of honors programs, some university-wide (University Honors Scholars) and the numerous ones in various disciplines.

"For the university-wide program, the phrase "University Honors Scholar" appears on their diploma and, most importantly, their transcript. Scholars receive a long gold stole with the "tails" embroidered with ETSU, the year, and Honors Scholar.

"For discipline programs, the diploma & transcript say "Honors in English" or biology or whatever discipline. These scholars receive medallions engraved with their discipline, name and year on the back, to wear with their grad robes."

– from Rebecca Pyles <honors@etsu.edu>

"We, here at SUNY Potsdam, are in our fourth year of Honors Program existence. So we anticipate having our first class of honors graduates this coming May (although we did have two students who finished in three years and graduated last May). What we have is a pewter medallion, probably about the size of a silver dollar, that is hung by a maroon lanyard (because our school colors are maroon and gray). The medallion has the College seal in the middle, and above the seal it says "SUNY Potsdam", while below the seal it says either "General Honors," "Advanced Honors," or "Distinguished Scholar", depending upon which designation the honors student in question earned. The medallions were designed and manufactured about one year ago. If you'd like, I would be happy to have our College Bookstore representative contact you personally, so that you and she could discuss the manufacturer of our medallions, design specifications, and the like.

"Additionally, we mention (in the Commencement bulletin) the names of all Honors Program graduates; our provost announces them by name during Commencement, and the appropriate honors designation appears on their transcripts. State University of New York policies and guidelines prohibit us from putting anything on the student's actual diploma, but as you can see, we try to recognize our graduating honors students in several other ways.

"I hope this helps. Please do not hesitate to let me know if I can be of any further service. And by the way: Welcome to NCHC! It's a wonderful organization. I'm in only my fourth year as an honors program director, so I too, like you, appreciate the opportunity to learn from more-seasoned colleagues."

– from Dave Smith, <smithda@potsdam.edu>

Research

A. In Honors Courses

“Horror in the Disciplines: Expanding Critical Thinking through a Critically Maligned Genre”

By Annmarie Guzy
University of South Alabama

During the Fall 2000 semester, I had the opportunity to teach an honors seminar titled “Horror in the Disciplines.” While the core components of our course were canonical horror texts such as *Dracula* and *Frankenstein* and films as diverse as the original *Godzilla* and *The Silence of the Lambs*, I felt that it was important to incorporate interdisciplinary approaches into the discussion and analysis of the horror genre. I divided the course into three units: (1) Fine Arts and Humanities, (2) Natural Sciences, and (3) Social Sciences, and chose supplementary texts, such as excerpts from Bettelheim’s *The Uses of Enchantment* and McNally and Florescu’s *In Search of Dracula* to demonstrate to students how concepts from different disciplines can be applied to the horror genre. With this approach, I hoped to draw in honors students from all types of majors, not simply those in fine arts and humanities but also those in the natural and social sciences, particularly those from preprofessional programs who, due to scheduling constraints, might not have time to take many creative electives.

Rather than simply summarizing the course proceedings, I would like to focus upon three issues that I believe were important in proposing and implementing an honors seminar with creative arts at its core. First, I will identify my concerns regarding limited opportunities for creative arts in preprofessional students’ schedules. Second, I will discuss ways in which creative arts, in this case, horror literature and film specifically, can be used to encourage honors students to think “outside the box.” Third, I will demonstrate how critical thought within this creative venue can develop honors students’ willingness to challenge and to be challenged intellectually.

Working Creative Arts into Rigid Pre-Professional Scheduling

In teaching technical and professional communication courses, I have had much experience with students whose schedules are very

heavily structured, particularly those in pre-professional programs such as engineering and pre-medicine. The programs of study for these majors are densely packed with prerequisites, specific course sequences, laboratory work, group projects, and so forth. Electives are slotted for specific semesters (e.g. “Jr. Spring: Humanities Elective 2”), and students end up having to select whatever course fits into their rigorous daily schedules around required courses that are offered only once every two years. Both chronologically and philosophically, such schedules do not leave much time for electives, especially one such as my horror seminar that is potentially considered a fun but throwaway course in which students sit around talking and watching movies.

Working around this obstacle, two factors facilitated enrollment for my horror seminar. First, our honors program requires students to complete two honors seminars throughout their programs of study.

As our program is currently in its third year, we have a relatively small population from which to draw potential seminar registrants, and we currently offer only two or three seminars per semester, with rotating faculty and topics. Chances are good that a student may have to enroll in something in which he or she is not entirely interested in order to fulfill the seminar requirement, but this does help to ensure that enrollment is high enough so that the course will make. Second, I had the flexibility to schedule the horror seminar at any time around my two technical writing sections, so I came to one of the monthly honors program meetings and discussed with the students what time would allow as many of the students to take the course as possible. Even with that freedom, several biomedical science majors who wanted to take the course were not able to because of a scheduling conflict with a required laboratory session. In the end, my enrollment of 15

represented approximately one quarter of the total honors program participants that semester.

Another barrier may come from the students themselves in their (mis)perceptions regarding creative elective courses. A common

program's seminar requirement. Many chose the horror course.

On the other hand, some students see creative electives as a welcome break from intense disciplinary courses, and they take advantage of the opportunity to stretch their own

guiding them toward making connections with material in their own majors. As such syntheses developed, even the students who had no special interest in the horror genre began to understand how analyzing connections between factual research and fictional works can be intellectually stimulating, both personally and professionally.

"A common complaint among undergraduates, and not just pre-professional majors or honors students, is that they cannot see the value of electives when they are so tightly focused on their field-specific work."

complaint among undergraduates, and not just preprofessional majors or honors students, is that they cannot see the value of electives when they are so tightly focused on their field-specific work. Universities have worked for years to walk the path between the liberal arts program and the vocational school, trying to strike the right balance between providing specialized disciplinary training and ensuring that students become well-rounded individuals able to conduct thoughtful conversations about topics other than just their jobs. Disciplines have expanded and programs of study have intensified in order to prepare students adequately to enter an increasingly complex workplace. Specialized majors, elite programs and star faculty now become important recruitment and retention tools for schools that wish to remain competitive. In turn, some students have come to consider electives in creative arts as "blow-off" courses in which they can earn easy A's and maintain or boost their GPA's. Regarding my horror seminar, although initial response to the course offering announcement was quite positive, several students admitted throughout the first few weeks of the course that they had no real interest in the horror genre or even actively disliked it, particularly the films. Only two seminars were offered during the Fall 2000 semester, so students had to enroll in one to begin to fulfill the

creative muscles. For instance, a freshman biology major regularly amazed his classmates and me with his encyclopedic knowledge of horror and science fiction films. A prospective math major wrote his daily reading responses for the *Dracula* in the epistolary style of Stoker's narrative. One biomedical sciences major took particular glee in reporting to me the incredulous reactions she elicited from her other professors and her laboratory director when she told them her topic for her final seminar paper: connecting medical concepts in *Frankenstein* with medical capabilities of that time and then to contemporary medical practices. Another biomedical sciences major commented upon how much *Dracula*, both the novel and the Francis Ford Coppola film we watched in class, had frightened her, but for the oral presentation that accompanied her seminar paper, she turned around and compiled some truly gruesome clips from movies such as *Hellraiser 3* (1993) to demonstrate the importance of blood in the horror genre.

Throughout the course of the semester, the students gradually came to connect material from their majors and from other required and elective courses they had taken to material we read, viewed, or discussed in class. One of my objectives for the seminar was a balance between allowing them to have a creative outlet and then

Encouraging Students to Think Outside the Box

In order to facilitate this analysis of connections, I encouraged students to reconsider their perceptions of the horror genre itself and how it reflects developments in their own majors. The horror genre is often considered too "lowbrow" or crass for thoughtful analysis, comprised simply of slasher movies marketed to teens looking for vicarious thrills. As film scholar and horror proponent Robin Wood laments,

The horror film has consistently been one of the most popular and, at the same time, the most disreputable of Hollywood genres. The popularity itself has a peculiar characteristic that sets the horror film apart from other genres: it is restricted to aficionados and complemented by total rejection, people tending to go to horror films either obsessively or not at all. They are dismissed with contempt by the majority of reviewer-critics, or simply ignored. (173)

When a film such as *Scream* (1996) earns over \$100 million at the box office, or when Stephen King sells millions of copies of his works, even the most curmudgeonly critic has to admit that the horror audience has expanded beyond that narrow demographic. Part of the fun of working with this genre in an academic setting is that

it may be uncharted territory for students accustomed to classroom discussions of Shakespeare, Twain, Hemingway, and other canonical texts and their corresponding film adaptations.

While horror can be analyzed thoughtfully using traditional critical and pedagogical approaches, the perceived lowbrow nature of the subject matter may open students up to different types of discussions and instructional techniques. During our interview sessions with prospective program candidates, we ask them whether they are open to alternative teaching and learning styles, which are things we value in our honors program. Thus, in my own seminar, I took the opportunity to incorporate different texts and pedagogical approaches than I would typically use in a composition or technical writing course. I did not design sequences of reading, viewing, and writing assignments in order to build experience in writing different types of essays and professional documents or, as the students are more accustomed to, to test retention of information. Rather, I pushed students to use our course materials and discussions as a springboard to choose their own works to analyze, to make connections between issues in their majors and other examples of literature and film that I did not assign for class. One of the NCHC's "Major Characteristics of a Fully-Developed Honors Program" includes "encouraging student adventure with ideas in open discussion," and I believe that we succeeded in this regard. The horror genre itself requires a certain amount of suspension of disbelief on the reader's or viewer's part, so why shouldn't an accompanying discussion encourage some willingness to suspend disbelief as well? My challenge to students was not just to make far-out statements but also to support them with thoughtful connections to material from their

other courses. Thus, rather than having to regurgitate facts and demonstrate techniques upon command, they had freedom to approach their field-specific material in a creative way that might not otherwise be open to them.

Whenever possible, I incorporated material from my own professional fields of interest to demonstrate how I wanted them to connect the horror genre with their own majors. For instance, on first day, I brought in Karen Elizabeth Gordon's *The Deluxe Transitive Vampire: The Ultimate Handbook of Grammar for the Innocent, the Eager, and the Doomed*. While

"While I try to nurture critical thinking in all of my courses, this willingness on the students' part to challenge in constructive ways is something I see with greater frequency in honors courses than in non-honors courses."

defining complex grammatical usage in a straightforward manner, Gordon demonstrates the rules with many Gothically-phrased examples, such as this one provided in a section on subject-verb agreement: "A family of Celtic werewolves was off for a picnic on the moor" (101). During another class session in which we were discussing *Frankenstein*, I introduced Thomas Kuhn's *The Structure of Scientific Revolutions*, specifically the concept of the paradigm shift. Kuhn defines paradigms as "universally recognized scientific achievements that for a time provide model problems and solutions to a community of practitioners" (viii); he then argues that new scientific theories do not simply replace but symbolically overthrow older theories in what he calls a paradigm shift, as described below in a passage I read to the class:

At the start a new candidate for paradigm may have few supporters, and on occasions the supporters' motives may be

suspect. Nevertheless, if they are competent, they will improve it, explore its possibilities, and show what it would be like to belong to the community guided by it. And as that goes on, if the paradigm is one destined to win its fight, the number and strength of the persuasive arguments in its favor will increase. More scientists will then be converted, and the exploration of the new paradigm will go on. Gradually the number of experiments, instruments, articles, and books based upon the paradigm will multiply. (159)

We then discussed whether events in *Frankenstein*, and in subsequent science-based horror and horror/science-fiction hybrids, might represent paradigm shifts within various fields; we also considered how horror might be one form of backlash against perceived paradigm shifts. Although the concept of the paradigm shift is very controversial within scientific fields and has even been revisited by Kuhn himself, I felt that it was appropriate to insert into an ongoing discussion concerning why we fear the things we fear. It also demonstrated how one could take a field-specific concept and apply it to horror, and conversely apply horror to it, in unique and interesting ways.

A moment during a session at last year's national NCHC conference confirmed that we were pushing on the sides of the box in a productive way. During a *Frankenstein* discussion in our class, several students were disturbed by the fact that when the Creature tells his story, he is a very sympathetic

character, but then his character seems to suffer an abrupt about-face to pure evil as he exacts his promised revenge upon Victor's family and friends. Even a discussion of the narrative framework of the novel, the Creature's narrative is told through Victor, whose entire story is actually being told through Walton, and Shelley's own possible intentions did not fully assuage them. I then asked them whether Shelley's allusions to Milton might also be applied here: did the Creature's tale of rejection and abandonment parallel Satan's argument *Paradise Lost*, a rhetorical strategy intended to persuade Victor (and us) into agreeing with him and giving in to his demands. Then at NCHC, one of my seminar students and I attended the session "Mary Shelley's *Frankenstein*: Is the Past the Future?" presented by Professor Helen Bennett and a group of her students from Eastern Kentucky University. When we asked the question concerning the possibility that the Creature's motives might have been questionable, the presenters said that they hadn't considered this but were also interested in pursuing it, which the professor and I discussed briefly after the session. Although a friend who specializes in 19th-century British literature assures me that this idea does not hold within traditional scholarly interpretation, especially in the light of Shelley's own intentions, my students enjoyed pursuing a question that challenged conventional thought surrounding the work.

Increasing Students' Willingness to Challenge and Be Challenged

As the students warmed to this freedom to think, talk, and write about ideas off the beaten academic path, they increased their willingness to challenge, to challenge the authorities in a field, to challenge

each other and me, and to be challenged themselves in creative yet rigorous ways. While I try to nurture critical thinking in all of my courses, this willingness on the students' part to challenge in constructive ways is something I see with greater frequency in honors courses than in non-honors courses. I hesitate to overstate this point, but whereas more of the students in my non-honors courses tend to take material from the textbook, my lectures, and outside research, especially the Internet, at face value, my honors students tend to be more open about questioning the validity of statements regardless of the source.

One benefit to this creative horror seminar was that it provided for students a relatively safe and relaxed space in which to challenge. A student might be more intimidated, personally and politically, to debate highly technical or theoretical concepts in an upper-division course with the professor, especially those who use texts that they have written, and a room full of peers with whom one will be competing for jobs. Unlike courses in their majors, the horror seminar did not require them to learn material crucial to their success in a future course sequence, and perhaps this allowed them a sense of freedom to examine the material from multiple, unconventional perspectives. They may also have felt more comfortable with the material itself: "This is something fun and creative, and I can discuss my opinion, and my opinion is as valid as anyone else's."

Another benefit of the seminar was that discussing popular literature and films put students from diverse majors on relatively common ground. In my technical and professional writing courses, various sections are often dominated by groups of majors. Currently, my technical writing sections are predominantly computer science and information technology majors,

while my professional writing sections are almost half secondary education/language arts majors. When these students ask questions and provide examples, they usually prompt students from the same major to participate; while this is good for stimulating class discussion, those outside that major sometimes feel left out. The benefit of the horror seminar was that students from diverse majors could begin a discussion on relatively level footing. Although each student may not be familiar with every literary or cinematic reference made during class discussion, popular books and movies are generally things that everyone can talk about. Even (or especially) if you do not like a work, you can still participate in rigorous intellectual debate about it. On a rare occasion, someone would introduce a highly specialized concept related to his or her major and discuss it in the context of a fictional work, and if the other students did not understand the comment, they would not hesitate to ask for clarification.

During one class session a few weeks into the semester, one student commented that she had not been prepared for the volume of discussion about sexual imagery in *Dracula*. Her protestations spurred the class to debate not only the cultural shifts throughout the past century that have shaped the sexual nature of our vampire fiction but also the shifts in literary and film criticism itself that prompt our analyses in the first place. As we read, we viewed film clips from select adaptations of the story, including *Nosferatu* (1922), the Bela Lugosi (1931) version, the Frank Langella (1979) version, and even *Love at First Bite* (1979) and *Dracula: Dead and Loving It* (1995), and then we watched Francis Ford Coppola's *Bram Stoker's Dracula* in its entirety. The students discussed the shifts in

societal mores from decade to decade and the ways in which the filmmakers represented these in their interpretations of the source material (and how each seemed to borrow indelibly etched things from the previous versions which were never in Stoker's original work). In the end, the challenge became almost a game to find contemporary examples of what we came to call "asexual vampiric predation," or vampires feeding from

people
without the
scene
being
overtly

sexual. Considering the far-reaching postmodern influence of Anne Rice over the past twenty-five years, this proved to be a difficult task, but we finally settled on a scene from the cult classic *Near Dark* (1987) in which redneck vampire drifters gradually pick off the staff and clientele of a local bar.

We also continued the challenge to identify the roots of the sexual focus while reading select articles from Auerbach and Skal's *Norton Critical Edition of Dracula*. Of these selections, the most vocal attention was paid to Christopher Craft's "Kiss Me with Those Red Lips: Gender and Inversion in *Bram Stoker's Dracula*." At first, the discussion leaders were by turns incredulous and scandalized by some of Craft's statements, such as "Mina's verbal ejaculation supplants the Count's liquid one, leaving the fluid unnamed and encouraging us to voice the substitution that the text implies, this blood is semen too" (458). After the initial laughter subsided, I asked them to consider why they wanted to challenge this article. Were they uncomfortable with the language itself, which they may not have seen before in a scholarly article? Did they find fault with the

author's interpretation of the scene? Gradually, Craft's piece became for them an example of the influence of Freudian theory in literary and film criticism, and they questioned how Freud and subsequent theorists of this camp came to be so dominant in an academic field outside of psychology and psychiatry. By being willing to challenge this text and similar gender-based works in the collection, the students began to

"Throughout the course of the semester, the students gradually came to connect material from their majors and from other required and elective courses they had taken to material we read, viewed, or discussed in class."

understand some of the reasons for the sexual content in various critical arguments and accept the fact that they do not have to agree with the "experts," who in many cases delight in disagreeing with each other anyway.

As we progressed through the semester and moved on to different readings and viewings, we continued to return to *Dracula* and the vampire sub-genre to apply new material and alternative viewpoints to the predominantly sexual foci. For example, in our natural sciences unit, I introduced some discussion from Norine Dresser's *American Vampires* regarding the medical condition known as porphyria, "a metabolic disorder caused by a deficiency in an enzyme involved with the synthesis of heme" (175). Dresser thoughtfully juxtaposes the development of medical research on this condition with the manner in which the media sensationalized authentic symptoms of different types of porphyria, such as adverse reactions to sunlight or garlic and discolored teeth and gums, by connecting them to vampirism.

Readings from our social sciences unit added additional perspectives. Focusing on history, we read selections from *In Search*

of Dracula by Raymond McNally and Radu Florescu. As we looked at the historical figure, we discussed how contemporary adaptations of Stoker's work make increasingly stronger connections, not alluded to in the original novel, between the factual and fictional Draculas, such as the opening sequence in Coppola's film. Some students wanted to talk more about Stoker himself, the historical context in which he was

writing, and
with what
historical
information
was he
familiar (and

whether or not he was actually syphilitic). Several students were also reading Machiavelli's *The Prince* in a political science course and wanted to test various principles against both the historical *Dracula* and the fictional character. Regarding psychology, their anti-Freudian, or anti-everything's sexual-challenge peaked with readings from Bruno Bettelheim's *The Uses of Enchantment*, in which the noted child psychologist applies Freudian theory to fairy tales and discusses in what ways these teach societal lessons through fear. After this, James Iaccino's *Psychological Reflections on Cinematic Terror: Jungian Archetypes in Horror Films* provided the refreshing alternative of Jungian theory for works such as *Dracula*.

Components of sociology also helped us analyze why the *Dracula* character seems so malleable: while the original character was simply evil with an ugly exterior to match, the contemporary American *Dracula*, as seen in *Bram Stoker's Dracula* and *Wes Craven Presents: Dracula 2000* (2000), is a darkly erotic anti-hero. For example, we hypothesized that after the gradual

assimilation of eastern European immigrants into American society, Stoker's theme of xenophobia was not as relevant; in fact, the dark clothing and foreign accent can be seen as exotic and charming. We then began to focus upon two core American preoccupations: money and beauty. First, most contemporary American vampires seem to be wealthy, and although we aren't sure how they obtain their wealth, we don't really care. Second, Stoker's gray-haired, halitosis-plagued monster has been replaced by the preternaturally attractive predator, who in turn is a purveyor of not just eternal life but eternal youth. In a media and consumer culture fixated upon financial acquisition and maintenance of the perfect look, is it really eternal damnation to be young and rich forever? Bringing arguments about sexuality and criticism full circle, we could see that even across a century's worth of cultural changes, the Dionysian aspect of Dracula, as opposed to the Apollonian Creature in Frankenstein, inevitably necessitates discussions related to sexual imagery.

This lengthy Dracula-based thread is but one example of the students' willingness to seize upon a concept and use multiple approaches to challenge authorities, texts, and each other. In several instances, I had selected readings and film clips with the main purpose of generating debate and testing resistance to ideas, and I find that these tactics are usually more successful in my honors courses than in my non-honors composition and technical writing courses.

Conclusion

As I have alluded to earlier, I greatly enjoyed the pedagogical freedom and expression afforded to me through my horror seminar, similar to the ways in which I encourage my students to move beyond their narrowly-defined major programs and choose their electives with some thought. Also, as someone who teaches what are traditionally considered service courses, I felt thoroughly rejuvenated after spending a semester with students who were not reluctant to participate thoughtfully and vigorously in class discussion and who accepted my challenge to stretch their critical and creative thinking in new ways. I also feel that creative honors courses such as these are good sites for interdisciplinary work and team teaching: faculty from different departments who have the same personal interests or hobbies can experience the pedagogical benefits of a creative arts course while giving their students different perspectives on the subject.

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“How Honors Programs Can Encourage Student Research”

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The importance of research, especially in large universities, has been underscored by numerous reports and publications. The most prominent is the Boyer Commissions “Reinventing Undergraduate Education: A Blueprint for American’s Research Universities.” Many universities are befuddled and frustrated in terms of mounting more research efforts citing lack of funds and faculty interests. The purpose of this short article is to share a set of relatively low-cost strategies an honors program or college may use to encourage undergraduate research including: a research emphasis in a first year seminar or other general education courses; a research methods course in the junior year of study; a thesis requirement; electronic support tools for students and their advisors; summer research scholarship; small thesis research grants; a research poster fair and publication of undergraduate research accomplishments.

I: General Education Courses in the First or Second Year of Study

One role that an honors program can play is to teach the value of research and the key elements involved in research early on in a student’s career. Specifically, students, regardless of major, should learn the difference between junk science and good science and understand what role science research plays in today’s political and policy arena as well as in their own lives. Hence, science courses designed to meet a general education requirement could focus on the processes used within a scientific discipline rather than try to survey an entire discipline broadly speaking. Breadth could be gained by asking the honors students to apply what they’ve learned to the science-related articles published in newspapers such as *The Washington Post*, *The New York Times*, *The Los Angeles Times*, *USA Today*, or other major newspapers. This type of teaching could begin in an honors first-year seminar.

To be more specific, consumers misinterpret contradictory findings reported in the media and the media contributes to the public confusion by dramatizing, overstating, and/or oversimplifying results of new students pertaining to health, the environment, and various other topics of public interest (even bioterrorism). Honors students should learn very early on how to be critical consumers of research findings and reportings. They could learn, for example, to apply the following guidelines for detecting junk science produced in 1995 in the Food and Nutrition Science Alliance (FANSA):

- Recommendations that promise a quick fix.
- Dire warnings of danger from a single product or regimen.

- Claims that sound too good to be true.
- Simplistic conclusions drawn from a complex study.
- Recommendations based on a single study.
- Statements refuted by reputable science organizations.
- Recommendations made to help sell a product.
- Recommendations based on studies not peer-reviewed.
- Recommendations from studies that ignore differences among individuals or groups.

In other words, honors students should learn in their first year of college (or as sophomores at the latest) the limitations of single students, preliminary studies, correlation studies, and confounding factors that are not controlled; the role and importance of peer review; what an appropriate sample and sample size is; what statistical significance means; and how cause and effect is (or is not) determined. It is especially important that students learn very early on how to discriminate the quality of information available on the Internet

II: Research Methods Courses in the Junior Year of Study

Some of the academic disciplines at Penn State offer honors students a required (by discipline) course in research methods to prepare them for conducting their thesis research. We have seen consistently across a variety of disciplines (e.g., economics, human development and family studies, health policy administration and chemical engineering) the value of this approach. Students with this preparation produce better theses; they pose better questions, use better methods, and have a much better chance of producing work that is

publishable at the end of their efforts than those students who do not take such a course. In some cases, honors students and graduate students take the same introductory research methods course and this has proven to work well in finance and history on our campuses. We currently encourage all colleges to develop a research methods course for honors students and provide seed grant money (\$2-3,000) to promote this activity.

III: Thesis Requirement

I am a strong proponent of a thesis requirement; I can think of no other measure that will better ensure that every honors student has a research experience before graduation. Research requires a level of scholarship that cannot be obtained in a classroom instruction no matter how gifted or inspirational. Research is hard work. It demands problem formulation, planning, data collection, critical analysis, problem solving or interpretation, and finally, written communication of ideas. Its long time demands hone the learner's perseverance and dedication and it challenges one's organizational skills. In short, a thesis is more intellectually demanding than any other kind of learning. As such, it should be central to every honors student's educational experience, especially in four-year honors programs at research universities. The faculty should rise to this call.

IV: Electronic Support Tools

The Schreyer Honors College created a thesis guide and support tool available on the Honors College website. It contains extensive resources and information to assist both students and research advisors in the thesis process, ranging from how to pick a thesis advisor and topic to how to make a professional poster when finished. All college rules, forms, regulations and guidelines are included along with numerous thesis examples, each containing notes from both the student author and the advisor with tips and comments about the process for accomplishing various stages. We only launched it this Fall 2001 so there are no evaluation data available; however, anecdotally we are getting rave reviews. Some faculty are also using this with graduate students and describe that tool as a godsend (see website) We hope this support tool will reinforce the research community around undergraduates and assist both the students and their advisers in getting the job done with the expectations laid out as clearly as possible. We also hope the success stories will inspire both students and faculty advisers to participate and stretch themselves in their goals and intellectual ambitions.

V: Summer Research Scholarships

Summer research scholarships can be very helpful to students, especially if they are pursuing a complex research study that requires a great deal of dedicated time to complete. Although my home institution has very few to offer (about 20 in the in the range of \$1000-1500), it works as a real incentive to some key students and faculty at relatively little cost.

"In short, a thesis is more intellectually demanding than any other kind of learning. As such, it should be central to every honors student's educational experience, especially in four-year honors programs at research universities. The faculty should rise to this call."

When students can devote full-time to a research project (ideally between their junior and senior years) the quality of the work is much more likely to be publishable or patentable, and/or count towards a master's thesis requirement. Research that results from this work is usually polished, professional, and far more complete than undergraduates can produce in any other manner. This is also important from a faculty perspective; if faculty and students can create publishable work, then it will forward the faculty's career as well and they will become more enthusiastic to work with other honors students. It should be noted, as well, that none of our summer scholarships are (as yet endowed); rather, we fund them primarily from small donations and carry-over funds.

VI: Publication of Undergraduate Research/Research Exhibitions

Publication of undergraduate research efforts is very important. Most colleges and universities have undergraduate research fairs and these are important to support and promote. Sometimes visiting faculty learn here for the first time that honors students can conduct and present research every bit as professionally as graduate students do. Prizes help students finish the work on time and instill pride in their efforts; faculty also appreciate this kind of recognition. Students should also be routinely encouraged to take their work to professional meetings, including the National Conference for Undergraduate Research or NCUR. Paper publication, however, trumps poster sessions, both locally and in peer-reviewed journals.


Penn State also produces an award-winning, slick research publication every semester entitled *Research/Penn State*. We have negotiated a deal whereby they feature undergraduate research once every two years. Not only does this promote the work individual undergraduate students are doing along with their faculty advisors, it is also highly useful to recruit new students and encourage donors as well.

VII: Conclusion

These suggested steps might be considered tactics, and with the exception of a thesis requirement, require little change in the system or infrastructure that sponsors them. There are many more things that an educational institution can do to encourage undergraduate student research that would be described as strategies. Some of these, like the GEMSTONE program at the University of Maryland, require substantial changes in the university infrastructure and budget as well as strong leadership from the top. Many such programs and ideas will be published by the NCHC in the 2001 proceedings from the *Schreyer National Conference: Innovations in Undergraduate Research and Honors Education*. Regardless of where you choose to try new tactics or strategies at your institution, you may want to keep in mind the advice given by Jim Collins in his new book, *Good to Great*, "incremental change is more likely to be sustained over time than revolutionary change." We can all make meaningful, incremental changes. Best wishes in our endeavors. The winner, of course, will be our students.

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*In case you're interested, contact Penn State for more information: "<http://www.scholars.psu.edu/aboutcollege/scholarsmedal.shtml>" 

"We seem to handle this a little differently at our University...we give Honors Stoles. These are gold satin with blue embroidery (the Honors colors) that have ESU on one side and HONORS on the other. We buy the stoles from Jostens and have them embroidered locally (because it saves significant \$\$.) No other students are wearing stoles of any sort, so our students do stand out!

"The students get a regular diploma, but an separate Honors Certificate, signed by the University President and Honors Director and awarded, along with the stoles, at the Honors Recognition Banquet. Then the students wear the stoles at commencement and are recognized as Honors Program Graduates in the Commencement Program. Their transcripts also indicate they have graduated as Honors Program Students."

— from Marcia Godich,
 East Stroudsburg University

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“An Exploratory Study: A Comparison of Honors & Non-Honors Students”

*By Edgar C. J. Long & Stacey Lange
Central Michigan University*

Introduction

The hallmark of the undergraduate honors experience is a small university course, taught by one or more senior level professors. Instruction with the highly motivated group of learners is individualized, providing students with the opportunity to explore and research questions from several perspectives, and then have students share their insights with a select group of equally motivated faculty and peers. Inquiry, investigation and discovery are the core of this collaborative learning process.

Recent assessments of the status of the more typical undergraduate experience indicate that large public universities often fail to provide students with critical intellectual skills. Some say the typical educational experience is an indication that universities are not seriously committed to the intellectual growth of undergraduate students (Kennedy, 1997; Kenny, 1998; Sperber, 2000a, Sperber, 2000b). Students graduate from universities without the ability to think logically, speak coherently, or write clearly (Kenny, 1998). As an antidote to the mediocre educational experience many undergraduates receive, Murray Sperber suggests that learning experiences be adopted that emphasize interactive, inquiry-based learning in small classes where students have high levels of interaction with full-time faculty. Inquiry, investigation and discovery pursued by faculty and students alike needs to be the mission of the university if undergraduate education is to improve. Sperber noted that his suggestions would in effect create one large honors program. In a similar fashion, The Boyer Report on undergraduate education at larger research universities suggested that all students complete a capstone experience during their final undergraduate semester (Kenny, 1998). This project requires

students to marshal skills and knowledge developed in earlier courses to answer a question or set of questions. The results of this project would then be communicated to experts and peers from an array of disciplines. It is important to indicate that this suggestion for a capstone experience is similar if not identical to the senior project

“At a time when honors programs are fighting for limited resources with competing programs inside the university, there are national voices applauding aspects of the honors experience.”

or senior thesis required of students within most university honors programs.

At a time when honors programs are fighting for limited resources with competing programs inside the university, there are national voices applauding aspects of the honors experience. While some discussion of undergraduate education lauds honors' programs for their commitment to excellence in undergraduate education, there is currently no empirical data to support the benefits that come from an honors education. Given the current focus on diminishing

educational budgets, increasing program costs, and mounting governmental criticism of the ambiguity of educational outcomes, it is incumbent upon those involved in honors education to attempt to empirically justify the benefits an honors education offers students. What outcomes do honors student receive from their education not available to their non-honors student counterparts? Honors educators must take seriously the need for outcome research. The National Collegiate Honors Council and affiliated university institutions must conduct and cogently speak of the need for outcome research.

Along with the need for outcome research in honors education is the need for empirical study of honors students. Deans, directors, faculty, and advisors who work with honors students all require valid and reliable information about the population of students they serve. A question that needs serious attention is whether or not honors students are unique from non-honors students, and how professionals making programmatic decisions within honors programs can use this information. If honors students are unique, do these differences necessitate pedagogical, curricular, and personal advising changes in academic programming? At present there is no empirical data

to suggest differences exist between honors and non-honors students. The anecdotal studies that do exist provide a limited yet personal perspective on the student differences between honors and non-honors sections of a course

Given the lack of empirical research, the authors designed an exploratory study to investigate differences that might exist between honors and non-honors students. Given the exploratory nature of this study, no attempt was

number of survey questions were developed. Honors program staff along with the help of the University Office of Institutional Research (OIR), a group that frequently collects student survey data, developed the survey

Table 1: Analysis of Variance for Demographic Variables

Question	Honors (n=142)	Non-Honors (n=214)	Univariate F
Age			8.75*
M	18.93	19.43	
Std Error	1.33	1.70	
Gender			20.21***
M	.82	.61	
Std Error	.38	.49	
Number of credits expected to earn this year		25.23***	
M	32.24	28.60	
Std Error	7.03	7.51	
Grade Classification (e.g. Freshman, Sophomore)		4.98*	
M	.65	.89	
Std Error	.89	1.12	
Number of credit hours taking this term			17.70***
M	15.14	13.90	
Std Error	2.89	2.63	

Notes: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

(Harte, 1994). While anecdotal information is helpful, one cannot be certain that the experience of one faculty member in one course accurately represents the experience of other honors faculty at the same university or other universities. Can the findings of the students in this one professor's experience be generalized to a larger group of honors students? Only studies conducted with a sample that accurately represent a larger population of honors students can satisfactorily answer such questions. Such a sample would adequately represent the diversity of students that exist within the United States. Without an empirical body of knowledge, faculty, advisors, and administrators make programmatic and curricular decisions based on their own anecdotal experience and wisdom. Honors students and programs would be better served if there were an available body of scientific knowledge from which programmatic decisions could be made.

made to develop and test any specific hypotheses. Research methodologies from education and the social sciences were used in the current study of honors students.

Method

Subjects

The students that participated in this study were 360 undergraduate students from a large regional university in the Midwest section of the United States. One hundred forty-two students were members of the university's honors program and the remaining 218 students were non-honors students. Sixty-nine percent of the students were female, 31% were male and three participants did not record their gender. The male/female composition of the honors students in this study was similar to the entire on-campus student population (59.4% female and 40.6% male).

Student Survey

To collect empirical data on the differences between honors and non-honors students a large

instrument. Some of the survey items were developed for specific use in this study, while other items were borrowed from other surveys. The Student Attitude Survey (SAS) contained 111 multiple-choice items and included five open-ended questions.

Areas of Investigation

The multiple choice section of the survey contained a variety of questions designed to assess students' course involvement, social involvement, how much they read, studied and worked each week as well as how often they drank alcohol. Additional items asked about the number of classes the students miss, the number of credit hours enrolled in, and the students' satisfaction with their educational experience. These items are discussed in detail in the following section.

The first group of questions was developed to examine general demographic information. Included among these items were

questions relating to age, gender, grade classification, number of credits taken "this term," and number of credits expected to be taken "this year."

Two previously developed personality scales were included in the questionnaire. The personality constructs measured were *Conscientiousness* and *Openness to Experience*. *Conscientiousness* is frequently defined as dependability, prudence, or conformity. *Conscientiousness* has been shown to be related to educational achievement measures and is sometimes referred to as the "will to achieve" (Viswesvaran & Ones, 2000). Although no specific hypothesis was formulated, one

items in a scale measure the same construct" (Viswesvaran & Ones, 2000, p. 226). The coefficient alphas with the current sample of students were $r = .86$, and $r = .80$ for the *Conscientiousness* and *Openness to Experience* scales respectively.

A series of 13 questions was developed to assess a group of student interaction variables. Students responded to each of the items on a four point Likert-type scale thus denoting the frequency of their own behavior. Students checking the **0 = never engaged** in the behavior; **1 = occasionally engaged** in the behavior; **2 = often engaged** in the behavior; and **3 = very often engaged** in the behav-

students spent on each activity per week. Students ranked each activity on a 10-point scale (0=0 hours/week; 1=5 or fewer hours/week; 2=6-10 hours/week; 3=11-15 hours/week; 4=16-20 hours/week; 5=21-25 hours/week; 6=26-30 hours/week; 7=31-35 hours/week; 8=36-40 hours/week; 9=more than 40 hours/week). Questions on the activity scale were those dealing with the number of hours per week the student: prepared for class, worked for pay on-campus, worked for pay off campus, participated in co-curricular activities, watched television, attended social parties, exercised, played video games, provided

Table 2: Analysis of Covariance for Personality Scales

Variable	Honors (n=142)	Non-Honors (n=214)	Univariate F
<i>Conscientiousness</i>			4.80*
M	30.92	29.07	
Std Error	1.24	1.24	
<i>Openness to Experiences</i>			13.35***
M	30.79	28.07	
Std Error	1.08	1.08	

Notes: Ratings for the 15 items on each construct were made using a 4-point Likert scale (0=strongly disagree, 1=somewhat disagree, 2=somewhat agree, 3=strongly agree). These ratings were then summed to create an overall construct score where the overall scores could range from 0 to 45 for each construct

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

might assume that honors students would score higher on this scale than non-honor students because of honors students' history of high educational achievement. *Openness to Experience* is commonly associated with traits such as curiosity, imagination, artistic sensitivity, and originality (Viswesvaran & Ones, 2000). The items for both personality scales were taken from the International Personality Item Pool (IPIP). The coefficient alpha reported by IPIP for the *Conscientiousness* scale ranged from $r = .71$ to $r = .85$. Similarly the coefficient alpha reported by IPIP for the *Openness to Experience* scale ranged from $r = .77$ to $r = .86$. Coefficient alpha indicates the "extent to which

ior. The student interaction variables included: asking questions in class; rewriting a paper; discussing grades or assignments with a professor; discussing academic ideas with faculty; socializing with a faculty member outside of class; participating in an art activity; going to hear a guest speaker; going to class unprepared; tutoring or teaching other students; talking about career plans with faculty; working with faculty on research; working harder due to feedback from faculty; and participation in a musical activity.

An additional ten items were developed to assess student activity variables. These questions were answered using a Likert-type scale assessing the amount of time

care for dependents, and participated in community/volunteer activities.

A series of three items assessed alcohol consumption. These questions dealt with the number of alcoholic beverages consumed per week, number of nights per week the student spent drinking alcohol with friends, and the money spent on alcohol per week.

Six questions included in the survey asked about the frequency with which they accessed the media. On a seven point Likert-type scale students responded to the frequency with which they spent time: reading newspapers, watching the news on television, reading a journal, reading a news magazine, reading other maga-

zines, and reading books not related to school or work.

Eight final items were developed to assess student satisfaction with their educational experience. On a Likert-type scale students rated their agreement with a statement

opportunities, if the quality of instruction exceeded their expectations, if instructors were knowledgeable about their subject matter, if they discussed course performance with the professor and if they did extra credit when it was offered.

with faculty members that taught the same non-honors sections of the course were encouraged to participate. The faculty were given information about the study and asked if a graduate student could administer the survey

Table 3: Analysis of Covariance for Student Interaction Variables

How often...	Honors (n=142)	Non-Honors (n=214)	Univariate F
Ask questions in class			27.32***
M	1.90	1.35	
Std Error	.15	.15	
Rewrote a paper			6.50*
M	1.15	.86	
Std Error	.16	.17	
Discussed grades or assignment with the professor		4.37*	
M	1.27	1.08	
Std Error	.13	.13	
Discussed academic ideas with faculty			5.18*
M	.81	.58	
Std Error	.14	.14	
Socialized with faculty outside of class			14.30***
M	.74	.41	
Std Error	.13	.13	
Participated in an art activity			4.66*
M	.92	.66	
Std Error	.17	.18	
Went to hear a guest speaker			5.41*
M	1.11	.89	
Std Error	.14	.14	
Came to class unprepared			2.23
M	.82	.93	
Std Error	.11	.12	
Tutored or taught other students			3.52
M	1.23	1.05	
Std Error	.13	.13	
Talked about career plans with faculty			.70
M	1.16	1.07	
Std Error	.15	.15	
Worked with faculty on research		1.11	
M	.33	.26	
Std Error	.10	.10	
Worked harder due to feedback from faculty		.04	
M	1.60	1.58	
Std Error	.15	.15	
Participated in a music activity			1.38
M	.89	.74	
Std Error	.18	.18	

Notes: Ratings were made on 4-point scales (0=never, 1=occasionally, 2=often, 3=very often).

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

about their educational experience at the institution. Questions included were: whether or not they would recommend the institution to a family member, if they would attend the same institution were they able to could choose once again, if they felt prepared for future career success, if they were satisfied with the educational

Procedure

In order to ensure that an adequate number of honors and non-honors students were surveyed, certain courses were targeted. Within the specific institution surveyed, most honors courses have a comparable, non-honors section of the same course. Faculty members that taught the honors courses along

during class time. If the instructors could not sacrifice class time, arrangements were made to explain and distribute the survey at the beginning of class, and then collect surveys at a later date.

To ensure participation, students who completed the questionnaire had their name entered into a drawing for a "Dinner and a

Movie" gift certificate for two at a local restaurant. Two winners were selected once data collection was completed.

Results

Frequencies and Descriptive Statistics

Frequencies and descriptive statistics were first computed to

a mixture of other racial backgrounds. The non-Caucasians included 1.9% African American, 0.8% Asian American, 1.1% Hispanic American, 0.8% Native American, and 0.9% indicating multi-racial or other. One point four percent of students did not respond to this question. The racial composition of the surveyed

number of honors credit hours earned. Half of the participants were freshman (53%), with 24% sophomores, 14% juniors, and 8% seniors. The remaining 1% of students was not classified. The range of credit hours enrolled in for the following semester was three or fewer to 22 or more, with a mean of $\bar{M} = 14.39$, $SD = 2.79$

Table 4: Analysis of Covariance for Student Activity Variables

How many hours each week	Honors (n=142)	Non-Honors (n=214)	Univariate F
Preparing for class			8.39**
M	3.47	2.86	
Std Error	.30	.30	
Working for pay on-campus			7.07**
M	1.34	.89	
Std Error	.24	.24	
Working for pay off-campus			2.21
M	1.02	1.37	
Std Error	.33	.34	
Participating in co-curricular activities			6.27*
M	1.39	.95	
Std Error	.25	.25	
Watching T.V.			15.80***
M	2.05	2.86	
Std Error	.29	.29	
Attending social parties			7.41**
M	1.30	1.63	
Std Error	.18	.18	
Exercising			5.37*
M	1.42	1.68	
Std Error	.16	.16	
Playing video games			1.25
M	.35	.51	
Std Error	.19	.20	
Providing care for dependents living with you			1.69
M	.31	.09	
Std Error	.24	.24	
Participating in community/volunteer services			10.90***
M	.77	.51	
Std Error	.11	.12	

Notes: Ratings were made on a 10-point scale (0=0 hours/week, 1=5 or fewer hours/week, 2=6-10 hours/week, 11-15 hours/week, 4=16-20 hours/week, 5=21-25 hours/week, 6=26-30 hours/week, 7=31-35 hours/week, 8=36-40 hours/week, 9=more than 40 hours/week).

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

investigate the diversity of the sample and to make certain that students did not choose a response option outside the designated range.

The age of the participants ranged from 18 to over 25 with a mean age of $\bar{M} = 19.23$ years and $SD = 1.58$. The majority of the students were Caucasian (94.4%), with the remaining students being

students is similar to that of the on-campus student minority composition. The university has a total of 18,471 students enrolled with 88% Caucasian, 3.9% African American, .9% Asian, 1.6% Hispanic, .8% Native American, and 4.8% indicating unknown or foreign national.

The student participants varied in the number of credit hours they were currently taking as well as the

for the entire sample. The mean number of credit hours enrolled for the semester was between 13 to 15 credits. The small standard deviation also indicates that the majority of students completing the survey were enrolled in 12 to 18 credit hours. The average number of credit hours enrolled varies when calculating the means for just the non-honors and honors groups. For instance, the non-

honors students had a mean of \bar{M} = 13.90, and a standard deviation of \bar{SD} = 2.63 whereas the honors students were enrolled in an average of \bar{M} = 15.14 credit hours with a standard deviation of \bar{SD} = 2.89. Honors students are typically enrolled in more credits hours per

program. In order for honors students to stay in the program they must maintain a GPA of 3.25.

A total of 297 students reported their ACT scores. The range of reported ACT scores was from a low score of 15 to a high score of 34, with a mean of \bar{M} = 24.72,

majors. The two majors most frequently reported by the entire student sample were Education (18.4%) and Business or Management (18.4%), followed by Liberal Arts (14.4%), and Science and Math (10.5%).

Table 5: Analysis of Covariance for Alcohol Consumption Variables

Variable	Honors (n=142)	Non-Honors (n=214)	Univariate F
1. How many alcoholic beverages do you drink each week?			14.05***
M	1.73	2.65	
Std Error	.35	.36	
2. How many nights a week do you drink alcohol with your friends?			15.76***
M	1.15	1.67	
Std Error	.19	.19	
3. On average, how much money do you spend each week on alcohol?			8.61**
M	1.50	2.10	
Std Error	.29	.29	

Notes: Ratings were made using 3 different Likert scales.

1. Ratings were made on a 10-point scale (0=0, 1=1-3, 2=4-6, 3=7-9, 4=10-12, 5=13-15, 6=16-18, 7=19-21, 8=22-24, 9=25 or more).
2. The scale corresponded to the number of nights per week (i.e., 0=0 nights, 7=7 nights).
3. Ratings were made on a 10-point scale (0=\$0, 1=\$1-\$5, 2=\$6-\$10, 3=\$11-\$15, 4=\$16-\$20, 5=\$21-\$25, 6=\$26-\$30, 7=\$31-\$35, 8=\$36-\$40, 9=\$41 or more).

*p<0.05, **p<0.01, ***p<0.001.

semester than non-honors students. The means for the two groups were found to be significantly different at the $p < .001$ level

A total of 318 students reported their cumulative grade point average (GPA) prior to the current semester. All of the freshmen were instructed to report their cumulative grade point averages from high school. The range of reported GPA's was from a low GPA of 2.00 on a four-point scale to a 4.00, with a mean of \bar{M} = 3.42, \bar{SD} = .47. The majority of students (78.3%) reported GPA's between 3.01 and 4.00.

Out of the 318 students that reported their GPA, 129 were honors students. These 129 honors students had an average GPA of \bar{M} = 3.70, \bar{SD} = .34 compared with the non-honors students \bar{M} = 3.24, \bar{SD} = .45. This higher mean GPA for the honors students was not surprising given that honors students need a minimum GPA of 3.50 for admission to the honors

\bar{SD} = 3.88. The majority of students (45.1%) reported an ACT score between 20 and 25. The next largest group (33.0%) reported ACT scores between 26 and 30. Out of the 297 students that reported their ACT scores, 126 were honors students. These 126 honors students had an average ACT score of \bar{M} = 26.69, \bar{SD} = 3.04 compared with the non-honors students \bar{M} = 23.29, \bar{SD} = 3.81. This higher mean ACT for the honors students was expected since the honors students need a minimum ACT score of 24 for admission into the honors program.

Students were also asked to report what major(s) they declared or intended to declare. Due to the expansive list of possible majors, listed majors were then categorized into ten groups. These major groups were undecided, education, social science, business or management, science and math, liberal arts, health and nutrition, art and music, communication and other

Secondary Analyses: Analysis of Variance

An analysis of variance was conducted in order to determine whether there were any demographic differences between the honors and non-honors students, which might affect the outcome of the study. If participants had been randomly assigned to the two groups one could assume that students' differences on the demographic variables would have been non-existent. However, given that participation in the study was voluntary, the process of random assignment could not control for between group differences. This preliminary analysis of variance did indicate that the two groups differed on five important variables. These variables were age, gender, grade classification (e.g., Freshman, Sophomore), number of credit hours currently taking, and number of credit hours expected to earn "this year."

The honors students in this study were younger, more likely to be female, not as far along in their educational experience, and taking more credit hours than their non-honors counterparts. Since these group differences could potentially influence other important findings in this study, a statistical analysis was performed in order to control these initial group differences. An analysis of covariance was used to control for these initial differences between the honors and non-honors students. An analysis of covariance allows one to partial out the effects of a group of covariates. In this case, the five covariates were, age, gender, credit hours expected to earn this year, grade classification and number of

Although the means do not appear to be that different, the small difference is statistically significant. The findings were similar for the *Openness to Experience* personality construct. On average, the honors students are more open to new experiences than non-honors students.

The questions that inquired about the student's interaction also demonstrated significant group differences.

Honors students were more likely to ask questions in class, rewrite a paper, discuss grades and academic ideas with a professor, socialize with faculty outside of class, participate in an art activity and hear a guest speaker than the non-honors students. There were

Honors students were more likely to prepare for class, work for pay on-campus, and participate in co-curricular activities, and complete more volunteer community service than their non-honors counterparts. Non-honors students were more likely to watch television, attend social parties and exercise than the honors students.

A set of questions asked students about their use of alcohol.

Here, again, there were significant differences between honors and non-honors students. Honors students consumed less alcohol per week, spent fewer nights a week drinking with friends and less money on alcohol than the

Table 6: Analysis of Covariance for the Use of Media Variables

How often...	Honors (n=142)	Non-Honors (n=214)	Univariate F
Read a newspaper			9.99**
M	3.56	4.11	
Std Error	.25	.25	
Watch the news on T.V.			16.25***
M	4.18	4.83	
Std Error	.23	.23	
Read a journal from your discipline			.37
M	1.45	1.56	
Std Error	.27	.28	
Read a news magazine			2.64
M	2.14	2.42	
Std Error	.25	.26	
Read other magazines			4.99*
M	3.40	3.74	
Std Error	.22	.22	
Read books not related to work or school		2.31	
M	2.46	2.13	
Std Error	.31	.31	

Notes: Ratings were made on 7-point scales (0=never, 1=less than once a semester, 2=less than once a month, 3=once a month, 4=once a week, 5=2-4 times/week, 6=daily).

*p<0.05, **p<0.01, ***p<0.001.

credit hours taken during the current term. All further analyses in the study used this analysis of covariance.

As noted above, two personality constructs were measured. These constructs were *Conscientiousness* and *Openness to Experiences*. On the construct of *Conscientiousness*, the honors students scored slightly higher than the non-honors students.

no differences between honors and non-honors students in terms of their preparation for class, tutoring of other students, work with faculty on research or their participation in musical activities.

The component of the survey that asked students about their involvement in activities also revealed significant differences between the honors and non-honors students.

non-honors students. One may conclude from these findings that alcohol will be less of a problem with honors students than non-honors students.

A group of questions assessed student's exposure to various forms of media.

Honors students were less likely to be reading newspapers, watching television, and reading magazines than the non-honors

students. There were no significant differences between the groups in terms of their reading journals, news magazines and books not related to schoolwork.

The final set of questions asked the students about their satisfaction with the university and their interaction with professors.

There were no significant differences between the two groups in terms of their satisfaction with the university or their experience with university professors.

Discussion & Conclusion

Several group differences were found between the honors and non-honors students. Some of the

university than non-honors students. This knowledge may encourage senior level administrators to be more benevolent to honors programs because the retention and graduation rate is higher among honors students. Even though honors students' personalities may differ from the personalities of non-honors students, future study must examine more than personality variables.

Within the student interaction and activity section of the study, a concern *over grades* seemed to show up in several specific findings. While there was no direct measure of students concern or

faculty members can readily recall numerous honors students who have spoken with great anxiety and concern over their first "B." Future empirical work would do well to more directly measure concern/anxiety over grades.

While the four variables noted above may reflect a concern over grades, they also may denote the *high maintenance* nature of work with honors students. Students that ask more questions in class, inquire about their grades and assignments, and re-write their papers all seek additional time over and above that of non-honors students. While some faculty members may enjoy this interac-

"If honors students are unique, do these differences necessitate pedagogical, curricular, and personal advising changes in academic programming?"

differences found were related to personality variables. In the current study, honors students had higher scores on the *Conscientiousness* and *Openness to Experience* scales than the non-honors students. As a result, one could expect honors students to be more dependable, demonstrating a greater desire to achieve than non-honors students. Faculty may be more interested in working with students who demonstrate a greater desire to achieve. As honors program administrators seek to solicit the involvement of stellar faculty to teach in honors, this student achievement desire can be a recruiting tool. These and other personality differences may have important implications for senior level administrators who often make decisions about an institution's desire to develop or further support an existent honors program. For example, students who demonstrate a greater desire to achieve may be more successful in their academic pursuits, and more likely to graduate from the

anxiety over grades, there were four indicants that together could be labeled "grade concern." The fact that honors students were more likely to rewrite a paper, discuss grades or assignments with a professor, and spend more time preparing for class, than non-honors students, all may indicate a concern over grades. It is important to remember that a sense of identity and self-worth among honors students often develops in an environment strongly linked to success in school. The easiest way for most students to measure educational success is student grades. Thus, students have a clear focus upon a letter grade, or a score earned on an exam. Honors students sense of identity and self-worth might thus be significantly influenced by a history of school-related success. They carry this history and expectation into their university studies. Though no direct measure of grade concern or anxiety was measured, we believe the items mentioned above denote such a concern. Many honors

tion with these students, it does require more energy from the professorate, taking time away from other faculty concerns. Faculty who teach in honors programs need to be aware of the expectations these students have of their time and attention. The high maintenance nature of work with honors students may be another indication of their high need to succeed and concern over grades. It is important to indicate that on any university campus there may be several groups of students who could be aptly labeled high maintenance. Students who are academically challenged may also require additional time and attention from faculty, because they need to catch up on remedial work not previously mastered. The nature of the high maintenance relationship with honors students will be significantly influenced by their desire to succeed and do well in their academic pursuits.

An additional finding noted in the current study was the

academic focus of honors students. Honors students are less likely to attend social parties, watch television, and drink and spend money on alcohol than their non-honors counterparts. With the current media attention on alcohol related problems in universities, honors programs can emphasize the fact that honors program

honors students' academic focus and must be clearly communicated to professors and advisors who develop academic programming. Universities that desire to satisfy the needs of honors students must build into their programming academically focused activities over and above that expected from non-honors students.

expected results. For example, in the present study there were no significant differences in honors and non-honors students reading of newspapers or journal articles. One might assume that honors students are more inquisitive about current events and thus would spend more time reading newspapers. Similarly, greater

Table 7: Analysis of Covariance for Student Satisfaction

Question	Honors (n=142)	Non-Honors (n=214)	Univariate F
I would recommend CMU to a friend or family member.			1.87
M	2.18	2.32	
Std Error	.23	.23	
If I had to do it over again, I would attend CMU.			.08
M	2.13	2.09	
Std Error	.27	.28	
I think my educational experiences at CMU have helped prepare me for success in my future career.			.04
M	2.18	2.16	
Std Error	.22	.23	
I am satisfied with CMU's academic opportunities.			.00
M	1.88	1.87	
Std Error	.23	.23	
The quality of instruction I receive at CMU exceeds my expectations.			.00
M	1.81	1.81	
Std Error	.21	.21	
My instructors are knowledgeable about the subjects they teach.			.82
M	2.30	2.22	
Std Error	.18	.19	
I often discuss my course performance with the professor.			2.99
M	1.37	1.15	
Std Error	.26	.26	
I do extra credit work when it is offered.			1.93
M	2.24	2.09	
Std Error	.21	.22	

Notes: Ratings for the items were made using a 4-point Likert scale (0=strongly disagree, 1=somewhat disagree, 2=somewhat agree, 3=strongly agree).

*p<0.05, **p<0.01, ***p<0.001.

students are less likely to engage in alcohol related problematic behaviors. Similarly, honors students are more likely to attend an art activity, and hear a guest speaker than their non-honors counterparts. These factors are demonstrative of the *academic focus* honors students bring to the university experience. Even during their free time, they are more likely to be involved in co-curricular activities and volunteer opportunities than their non-honors counterparts. We believe these behavioral differences are all indications of

Although the current study was an exploratory assessment, only some of the findings support the speculations that honor directors and faculty may have about their experience with honors students. Other findings may be a surprise and would not likely have been expected had hypotheses been formulated. Given the fact that honors programming often seem to be determined on the basis of "common sense" rather than an empirical body of knowledge, these surprise findings may be as important to understand as the

curiosity about one's discipline might be positively related to time spent reading journal articles. Programming decisions must be based upon empirical assessment rather than "common sense" or anecdotal evidence, because common sense is often not an accurate indication of reality. In this study, there were several incidences where "common sense" expectations did not correlate with the results found. The unique characteristics of honors students need to be studied so that work with honors students

is clearly based on empirical findings. Honors practice needs to be firmly embedded in and extrapolated from careful study.

Even though this study demonstrated significant differences between honors and non-honors students, the magnitude of those differences was often small. Honors students are more likely to discuss their grades or an assignment with a professor, more likely to socialize with a faculty member outside of class than their non-honors counterpart. However, the magnitude of the difference between these two populations is not as large as one might assume. While the differences are statistically significant, there may be examples of greater differences within either group than the mean difference between groups. As a result, one must not over-dramatize the unique characteristics of honors students. One must not forget individual differences when comparing mean group differences. This study focused solely upon mean group differences. When examining group differences and mean scores, there are significant differences between honors and non-honors students.

Finally there were no significant differences between the honors and non-honors students' satisfaction with the university. One might assume that because honors students often get more attention during the advising process, take smaller classes, and complete scholarly projects with faculty during their senior projects, they would be more satisfied with their university experience than the non-honors students. This was not the case in the current study. Future studies need to assess whether these findings could be replicated at other institutions. Given that universities expend significant amounts of money on honors programs and provide students with greater levels of faculty attention, senior level administra-

tors might expect these students to be more satisfied with the institution than non-honors students. Higher levels of satisfaction might even be expected to be positively correlated with greater alumni involvement and higher levels of financial giving to the university.

Future studies would do well to assess such outcomes. It is important to mention that this specific institution has increased its financial support and staffing of honors during the last year. Hopefully the increase in resources will be positively correlated with increased levels of satisfaction among honors students. On the other hand, because honors students are more academically focused they may have higher expectations about their university experience than non-honors students and may be more critical of academic programming. Future work would do well to compare honors and non-honors student's expectations of the university experience.

Future work with larger samples of students would also do well to factor analyze the results of student responses. Do the student responses to the four items denoting high maintenance all mathematically load on a single factor? A factor analysis of these results would further strengthen the probability that these five items do indeed denote a single factor labeled "high maintenance." The small sample size in the current study would not allow the use of factor analytic techniques.

The current study is only the beginning of an important task the National Collegiate Honors Council and affiliated university institutions must undertake. In a climate of growing concern over undergraduate education it is

essential that honors programs begin to empirically study and justify their existence. Similarly, as we have attempted in the current study, greater attention is needed to study the unique population of students in honors

"Honors students were more likely to prepare for class, work for pay on-campus, and participate in co-curricular activities, and complete more volunteer community service than their non-honors counterparts."

programs across the country, thus building an empirical body of knowledge from which to formulate curricular, advising and pedagogical strategies. In an effort to collect better data on honors students, it may do well to cooperate with other organizations such as the Center for Postsecondary Research and Planning at Indiana University. Indiana University annually collects information in its College Student Report from students at more than 300 colleges and universities in the United States. Their studies randomly select freshmen and seniors at four-year colleges and universities in an attempt to determine how college students spend their time, the nature of their interaction with faculty and peers, and what they gain from their university experience. Comparing honors and non-honors students in this nationally representative sample would be an exceptional method of understanding more fully the differences between honors and non-honors students.

Study Limitations

Any study attempting to delineate differences between honors and non-honors students will have limitations. The current study is no exception. One limitation in the current study that influenced the results was the

level of measurement used with some of the questions. To make data entry easier students were asked to check a category indicating how many hours per week they spent on a specific activity. Asking students *precisely* how many hours per week they spent on these activities would have allowed for a more precise accounting of time. The process we used limited the variability of student responses and may in fact underestimate the differences that exist between these two groups of students. In the future, it would be best to design a survey that allows students more freedom in responding to questions that can be quantified, such as number of hours, credits and dollars.

A second limitation of the current study was the lack of adequate representation within the sample. All of the students in the current study attended a large regional university in the Midwest. This specific institution has a somewhat homogenous group of students. These findings may not be easily generalized to a more diverse group of university students in the country. Future studies would do well to collect data from a representative sample of students who are randomly selected from among the honors and non-honors students at a larger group of universities. The current study has all the weaknesses of any volunteer sample.

The need for additional research should be quite clear and has been mentioned several times within this paper. More study of honors students is needed. The overall lack of empirical data on honors students and honors programs in a well-educated country like the United States is surprising. This study was one more step in a direction many others will hopefully follow.

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"We have three different levels of recognition at commencement.:

(1) "Honors Scholar": nine hours of honors course credit plus 25 hours of community service with at least a 3.5 GPA. The Honors Scholar is presented with a silver and red cord (our college colors) to wear at commencement. The designation is noted on the transcript;

(2) "Honors Program Graduate": fifteen hours of honors course credit with at least a 3.5 GPA. The Honors Program Graduate is presented with a medallion to wear at commencement. Honors Program Graduate is designated on the transcript;

(3) "Honors Scholar with Distinction": fifteen hours of honors course credit plus 25 hours of community service with at least a 3.5 GPA. The Honors Scholar with Distinction is presented with a medallion AND a gold and red cord to wear at commencement. Honors Scholar with Distinction is noted on the transcript.

"We purchase our medallions from Balfour. They run about \$20 each plus a set up fee."

—from Sandy Deabler
<Sandy.Deabler@nhmccd.edu>

"Those who complete our 30 hour track wear a gold stole embroidered with our logo. Those who complete our 12 hour track wear a gold cord. We order them from a regalia company and have the embroidery done locally. The stoles run about \$15 after the embroidery, the cords \$7."

—from Chris Willerton, Abilene Christian University
<willerton@honors.acu.edu>

"Results from the SMACOHOP Survey of Small College Honors Programs: Part 3"

By Larry Steinhauer
Albion College
<lsteinhauer@albion.edu>

In this third article in the series reporting on the results of the survey conducted by the Small College Honors Programs (SMACOHOP) section of NCHC in the fall of 1999 I would like to examine what the survey tells us about the resources available to small college Honors programs for recruiting Honors students and the criteria used to admit them.

Merit Scholarships: The SMACOHOP survey asked a number of questions concerning merit scholarships for Honors students: how much merit aid is given, whether all or part of such aid is tied to participation in Honors and, if so, how much is so tied? Only 30% of the responding schools tie some or all of their merit scholarship aid to Honors students to their participation in Honors. Also, this practice seems to be much more common for state-supported institutions (55%) than for private ones (23%). Further, although on average public institutions provide less dollars per student in tied merit awards (\$2,600) than private (\$3,400), such aid is a much higher percentage of their cost of attendance, (58% v. 17%). For the schools that do tie their merit aid, a large majority, 67%, give such aid to virtually all of their Honors students while the rest give it to a select minority. See figure 1 for further details. Finally, there seems to be a distinct difference in philosophy among schools about whether to make these tied awards marginal additions to other merit scholarship money or the main source of merit aid for Honors students. For example, in 45% of these schools, the average amount of tied aid is small, amounting to no more than 15% of the cost of attendance. On the other hand, at 52% of the schools, the **maximum** tied scholarships offered are to more than 50% of these costs.

Figure 1: % of Honors Students Receiving "Tied" Scholarships in Programs Offering Such Aid

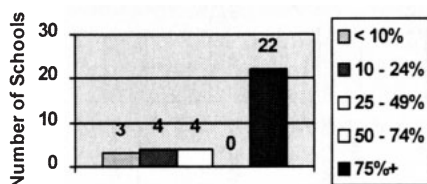
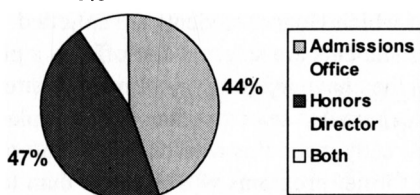


Figure 2: Who has Primary Responsibility for Recruitment of Honors Students?



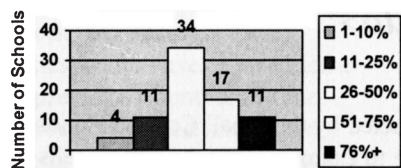
In contrast to the data for tied merit scholarship awards which are fairly complete and consistent, those for the overall merit aid provided to Honors students are less reliable because more than half of the directors did not report this information¹ or gave answers that seemed to be inconsistent. In general, it is clear that many Honors Directors do not have a good idea about the overall amount of merit aid given to their students, probably because most do not play any direct role in the distribution of this aid. Only for private colleges were there enough data to report any meaningful results. For these colleges, the average charge for tuition, room, board and other fees

was \$19,500 in 1999 and the average merit scholarships for Honors students was \$7,057 (36% of these costs) while the maximum awards averaged \$12,981 (67%).

¹ For example, only 40% of directors reported figures for average merit awards and only 45% for maximum awards.

When and How are Honors Students Recruited?: Most small-college Honors programs (93%) recruit Honors students right out of high school. These Honors programs, therefore, have the potential to be used as a recruiting tool for high achieving students. For Honors programs that do recruit students right out of high school, the question arises of who is primarily responsible for these recruitment efforts. Figure 2 indicates that in slightly less than half of the schools the task of recruitment rest primarily with the Honors Director while in others it falls to the Admissions Office or is split evenly between the two.

Figure 3: Yield Rates on The Recruitment of New 1st Year Honors Students



In recruiting students, one of the most significant ways to measure success is the yield rate: the number of students invited to join the Honors program compared to those who actually enter the college and participate. Interestingly enough, 29% of the Directors who admit students right out of high school were unable to report their yield rates. Even among Directors who indicated that they were primarily in charge of recruiting efforts 22% were unable to report their

Figure 4: Honors Recruitment Techniques

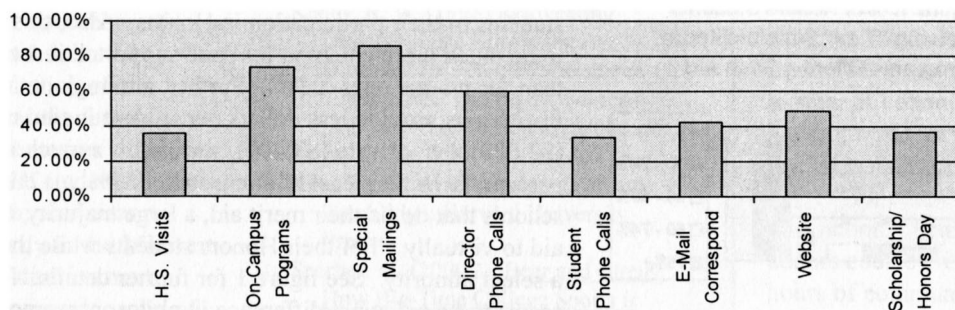
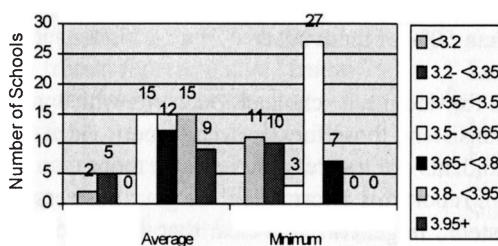
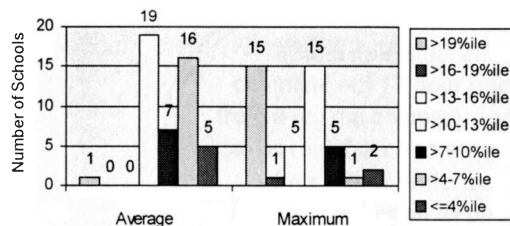


Figure 5: Average and Minimum GPAs of the 1999 Honors First-Year Class



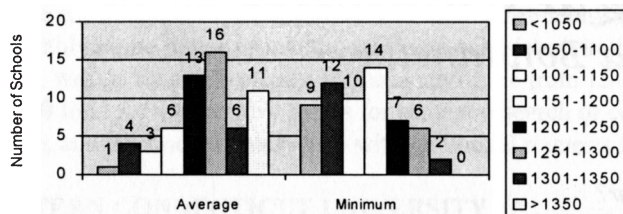
yield rates. Among those that did report these numbers, the rates varied widely from a low of 5% to a high of 97% with an average of 48%. The full distribution of rates is reported in figure 3. Part of the explanation for wide differences in yield rates among schools may have to do with the point in the recruitment process at which Honors students are solicited. In some schools, Honors students are selected and offered a place in the program before they have made a commitment to attend the college, while for others this selection does not take place until the student has already made this commitment. Naturally the yield rates for the former programs will be lower than for the latter. Unfortunately, the survey did not ask about these differences in recruiting practices.

Figure 6: Average and Maximum Class Ranks of 1999 Honors First-Year Class



Directors were also asked about the techniques used to recruit high school students for Honors. Figure 4 summarizes the responses to this question by indicating the percentage of schools that make use of various possible techniques. From the figure it is clear that the three most popular recruiting practices are special Honors mailings, on-campus programs for prospective students and direct recruiting calls by the Director.

Figure 7: Average and Minimum SAT Scores of 1999 Honors First-Year Class



are data that one might expect Directors routinely to collect as one way of assessing the on-going success of their program, but apparently many do not.

For those schools that did report these data, the standards used in accepting students seem to vary widely. For example, while the average reported high school GPA of first-year Honors students was 3.69, the range varied from 3.0 to 4.2¹. The results for other admissions criteria are reported in Table 1.

Figure 8: Average and Minimum ACT Scores of the 1999 Honors First-Year Class

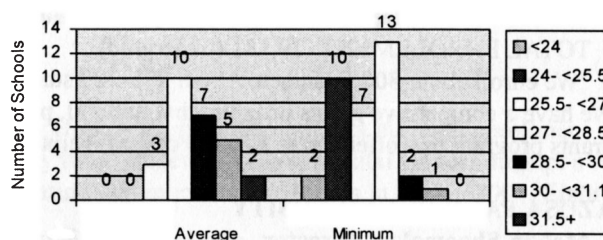


Figure 9: Subjective Criteria Used in Selecting Honors Students

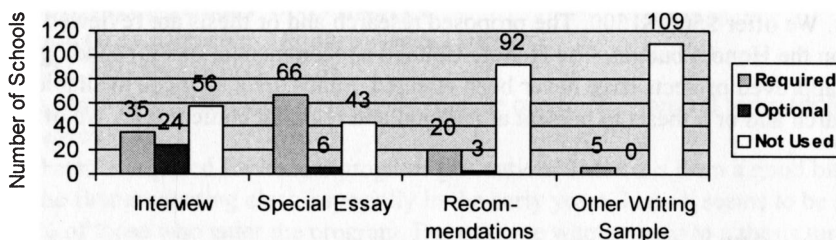


Table 1: Characteristics of the 1999 First-Year Honors Class

Criteria	% of Schools Reporting	Average	Range
Avg GPA	50%	3.69	3.0-4.2
Min GPA	50%	3.38	2.7-3.8
Avg Rank	41%	7.8%	2-20%
Max Rank	36%	14.7%	7-31%
Avg SAT	51%	1267	1050-1510
Min SAT	44%	1139	930-1350
Avg ACT	23%	28.8	26-32
Min ACT	28%	26.2	19-30

Finally, in deciding whom to admit to Honors, many programs use more than just objective measures of high school performance. Figure 9 looks at other possible, more subjective, criteria for admitting students and the number of schools that employ such evaluation tools. The results indicate that a required admissions essay is the most often used additional factor considered by directors in admitting Honors students (57%), followed by a required interview (30%) and required recommendations (17%).

² Some high schools award grades above 4.0 for A+ or for Honors or Advance Placement Classes.

Large University Honors Programs and Thesis Questionnaire

From Julia Bondanella

Questions asked, questions answered.

1. *How many students do you enroll each year?*
2. *How many students attempt a thesis, if you know.*
3. *How many students complete a thesis.*
4. *Do you offer funding for research? If you do, how much?*
5. *Do you offer funding for thesis expenses? If you do, how much?*

ARIZONA STATE UNIVERSITY

Ted Humphrey, Dean <ted.humphrey@asu.edu>

TOTAL ENROLLMENT: 29,181 (undergrad)

"We enroll about 800 freshmen. About 275-300 students attempt a thesis, and about 225-250 complete a thesis. We have a competitive grants program that, in total, provides about \$50,000 per year. We also have a competitive grants program that offers up to \$200 to cover receipted thesis expenses."

AZUSA PACIFIC UNIVERSITY

Melvin Shoemaker, Director <mshoemaker@apu.edu>

TOTAL ENROLLMENT: 2,463

"We enroll 30 Honors Students (until the 2001 fall semester, when 40 students accepted). One or two of the 30 have attempted a thesis or research project per year. All who have been approved by the Honors Council in advance have completed the thesis. We offer \$500-\$1500. The proposed research and or thesis are reviewed and funded by another source other than the Honors budget. The Honors Council's recommendations for funding are strategic in receiving funding and approved projects have never been rejected. Funds are also made available for students who have completed research and or a thesis to present at national and regional conferences. We offer the same funding for thesis expenses."

BRENAU UNIVERSITY

Charlie Gaspar, Director <jgaspar@lib.brenau.edu>

TOTAL ENROLLMENT: 2120

"At Brenau University, the Honors Program is offered only in the Women's College with a total student population of about 650. The Honors Program admits about 25 students each year from a freshman class of about 150. On average, about three attempt a thesis, and almost all students attempting a thesis complete it successfully. We offer no funding for research or expenses."

COLLEGE OF CHARLESTON

John Newell, Director <newell@cofc.edu>

TOTAL ENROLLMENT: 8,000

"Before I answer your specific questions, let me give you a little background. I have been Honors Program Director for only two years, so the numbers I am providing are for the last two graduation classes. Our senior thesis (Bachelor's Essay) is required for graduation from the Honors Program, so those who do not complete the Bachelor's Essay do not receive the certificate identifying them as Honors Program graduates and are not so listed on their transcript. Failure to complete the BE is probably the largest single factor in our students failing to graduate from the program."

"We enroll about 130 (for the two most recent graduating classes). Approximately 41 or 42 attempt a thesis, and about 40 complete one. We offer no funding for research; we offer minimal support, about \$100."

COLUMBIA COLLEGE**John Zubizarreta, Director** <jzubizarreta@colacoll.edu>

TOTAL ENROLLMENT: 1229

"We enroll about 35-40 freshmen; 120 total. All students must complete a three hour independent project preferably in the junior year, although some complete it in the senior year. The project is not restricted to a traditional, written thesis. Typically, we have anywhere from 15-25 students each year complete the project. I have a \$4,000 fund for competitive grants for student research or conference presentations, plus slush money in the honors budget. I occasionally help with individual requests for thesis expenses, but not a matter of routine."

EASTERN CONNECTICUT UNIVERSITY**Jim Lacy, Director** <lacy@ecs.uctstateu.edu >

TOTAL ENROLLMENT: 4,500 (full and part-time students)

"We enroll 25 freshmen. Eighteen students attempted a thesis; seventeen completed one. Twelve students regularly apply for research funds each year to sponsor their presentations at the NE-NCHC conference—about \$2400-\$3000 each year. We fund thesis expenses only occasionally, up to \$200 per student."

EASTERN ILLINOIS UNIVERSITY**Herbert Lasky, Director** <cfhxl@eiu.edu>

TOTAL ENROLLMENT: 10,500

"At EIU, we have 167 freshmen coming into the University Honors Program this fall, but our total enrollment is 721 with 52 of those in a Departmental Honors Program. Only those students in Departmental Honors attempt a thesis: 52. Twenty students completed a thesis and met graduation requirements for Honors in Spring 2001. Eight did not finish the thesis."

"We offer no funding for thesis research. Students can apply for Undergraduate Research grants, but few who are doing a Department Honors thesis do so. No funding for thesis expenses."

EASTERN KENTUCKY UNIVERSITY**Bonnie Gray, Director** <hongray@acs.eku.edu>

TOTAL ENROLLMENT: 13,657

"We enroll 60-70 freshmen; very rarely (maybe one to five) second semester freshmen or sophomores get late admittance."

"A thesis is required for honors program graduation. There has been a good bit of variation over the ten years since the first graduating class, especially in the early years. Now it seems to be settling down to approximately 25-30% of those who enter the program. But of those who commit to a thesis topic (which they must do at the end of the junior year to continue in the program), close to 95% complete a thesis. So our dropouts nearly all occur between the first freshman semester and the end of the junior year. We can tell them that based on the track record, if they will commit to the thesis, they will almost certainly complete it. The director and faculty thesis advisors provide a lot of support, direction, and encouragement."

"No funding for research, although some find other funding. Nothing officially for a thesis expense (budget item), but occasionally and informally, some expenses are provided (such as travel expenses to a conference on the thesis topic) as needs arise (our director keeps rather well informed about this) and finances permit."

FLORIDA ATLANTIC UNIVERSITY**William Mech, Dean** <wmech@fau.edu >

TOTAL ENROLLMENT: 19,000 (includes graduate students)

"We enroll about 125 students. All of them will complete a thesis; we are entering only our third year, so we have no data yet. There's no extra money above scholarship; there may be some funding for special projects or thesis expenses."

GUILFORD COLLEGE

Robert B. Williams, Director <bwilliams@guilford.edu>

TOTAL ENROLLMENT: 1,500

"Our Senior Project (Thesis) requirement is voluntary. We enroll from 35 to 40 students per year, and average about 14 per year. Nearly all complete a thesis; we lose maybe one a year. We offer funding for research and thesis expenses of up to \$125."

HAMPDEN-SYDNEY COLLEGE

Alexander J. Werth, Director <awerth@hcs.edu>

TOTAL ENROLLMENT: 1,000

"We enroll about 310 freshmen each year; roughly 45-55 are honors students. Typically about 20 seniors attempt an honors thesis. Eighteen to twenty complete their thesis. We offer \$1500 for summer research and (depending on the type of research) up to several hundred dollars for the research and thesis expenses."

KENT STATE UNIVERSITY, STARK CAMPUS

Leslie Heaphy, Director <lheaphy@stark.kent.edu>

TOTAL ENROLLMENT: 15,958 (undergrad)

"We enroll approximately 250-260 incoming freshmen and 60-65 others, including transfers. We have 40-55 active thesis writers per year, probably graduating 50-55 thesis students over the three commencements each year. We lose maybe one or two per year. For a long time, we have offered a maximum reimbursement of \$100 for thesis expenses, covered by my discretionary account (from alumni donations), and lately, we have succeeded in getting many alumni matched, for that amount, to specific thesis students.

"Now we also have two endowed thesis fellowships of \$1,000, with preference for students who have not received honors scholarships before, and two similar fellowships from the Division of Research and Graduate Studies (indirect cost recovery funds from grants), for a total of four. I am building a general thesis fellowship fund toward endowment status as well.

"We offered funding for thesis expenses. It was \$100, and then went down to \$75 for some lean years. Now it is back to \$100; students receive reimbursements for receipts they turn in. If their expenses were extraordinarily high, we will go up to \$125 or \$150."

LONG ISLAND UNIVERSITY, CW POST CAMPUS

Joan Digby, Director <jdigby@liu.edu>

TOTAL ENROLLMENT: 4,991 (undergrad)

"I have 485 students in my program (composed of full four-year participants and junior/senior participants). All students who complete the honors program must complete a thesis. The program as a whole has an attrition rate of about 9%. (Students generally drop after the first year if they don't make the GPA or in the senior year if they can't face the thesis). Attrition in the senior class is about 15% so in a graduating class of 100, about 85 complete the thesis.

"I do not have any real sources of research funding, but every student has an option of submitting up to \$200 in thesis-related bills (film stock, books, equipment) for reimbursement by the honors program. VERY FEW students use this option."

MARSHALL UNIVERSITY

Martha C. Woodward, Director <woodward@marshall.edu>

TOTAL ENROLLMENT: 10,210 (undergrad)

"Plus or minus 125 students; plus or minus 125 students, although all must do some kind of capstone project to graduate. Plus or minus 20 students complete a thesis. I have a discretionary fund for the thesis, although I have funded some students on research experiments, but very quietly. I do it just for poor kids."

NIAGARA UNIVERSITY (New York)**Gregory L. Klein, Director** <gklein@niagara.edu>

TOTAL ENROLLMENT: 2,500

"We enroll approximately 50 first-year honors students each year; 57 to date for the Fall 2001 semester. All of our undergraduates must do a thesis; honors students do a two-semester honors thesis. The first semester is the research phase, culminating in a specific topic to be studied and an annotated bibliography; the second semester the student does the research and writes a paper consistent with standards for research and writing in the discipline.

"Approximately 98% of our honors students complete their two-semester honors thesis prior to graduation. We budget \$100.00 per student for research and thesis expenses. Some students need more and some need less so we can often satisfy all requests. Many of our academic departments have money in their budgets for thesis research. The honors budget includes funds for professionally binding all honors theses, one copy to the student, one copy to the faculty advisor, and one copy to our library."

NORTHERN ILLINOIS UNIVERSITY**John S. Wagle, Director** <wagle@niu.edu>

TOTAL ENROLLMENT: 24,000

"The Honors Program at Northern Illinois University currently has 977 students. This will build to a peak after fall recruiting of between 100 to 175 additional students (say 1100) in the spring semester. Then it will fall to 750 to 850 students after spring graduation and grad-related attrition.

"All seniors are required to complete a three-credit hour independent study. The study is designed to either be a course in which the student learns how to complete a project, or complete an individual research effort. In other words, it is prep for a master's thesis or doctoral dissertation. A faculty capstone advisor acts as independent study leader.

"Needless to say, the quality, quantity and rigor are aimed at undergraduate performance levels, but the students learn the thesis process and how to budget time. Last Spring, 70 students attempted capstones and 65 succeeded.

"We have competitive undergraduate research grants of \$2,700 out of a total budget of \$50,000. All undergraduate students who have a research or artistry project are encouraged to apply. The applicants are often doing an independent study. Usually, honors students take a share of these grants. Last spring, three of the grants were for capstones. Expenses can be paid with money from these grants.

"Honors does not usually fund capstones or expenses from capstones since we can't fund all 70 of them. When the standing budget allows, we do look for students who are engaged in research not related to capstones to try to help out. We funded an Honors student in Peru this summer who is on an anthropology dig, for example."

SALEM STATE COLLEGE**Rod Kessler, Director** <rod_kessler_ab71@post.harvard.edu>

TOTAL ENROLLMENT: 4,800

"We take in between 30 & 40 students each year. I've been Honors director at Salem State (Massachusetts) for just two years, but I can estimate that two-thirds of our admitted students complete a thesis eventually. We do reimburse for expenses (research & thesis) up to about \$200."

SUNY, OSWEGO**Norm Weiner, Director** <weiner@oswego.edu>

TOTAL ENROLLMENT: 6,000 (undergrad)

"We take in about 75 freshmen. By the time they reach their junior year, when they start the thesis, this number is down to about 50. Everyone in the Program is required to write a thesis (i.e., there is no non-thesis Honors track), so all 50 attempt it. About 40 complete it. We don't offer funding at this time, but we've just applied for endowment funds to do this."

"We give our grads a medallion with blue and gold ribbon for them to wear at the graduation. At some point in the ceremony, the provost reads a paragraph about the significance of graduation with honor and asks the students to stand and be recognized.

"Honors cords at this institution are connected to Latin Honors so that many of our students are also wearing them."

—from Dave Hoch <Dhoch@UTNet.Utoledo.Edu>

SUNY, POTSDAM**David Smith, Director** <gsmithda@potsdam.edu>

TOTAL ENROLLMENT: 4,073

"Our information for SUNY Potsdam is going to be rather sketchy, because we are just now heading into the fourth year of our program's existence. However; generally we will plan to admit between 55 and 70 honors students. We have three incoming-senior honors students who are working on honors theses as part of their advanced honors (upper division) requirements. We had one student who completed an advanced-honors thesis last year and she became the first-ever SUNY Potsdam student to graduate with the advanced honors designation this past May. My guess is that once we have full-sized senior classes, probably eight or ten students will choose a thesis as their particular method of completing one of their advanced honors requirements.

"I have yet to be approached from very many students for funding for their theses. The one student who has approached me looking for help with expenses (photocopying, mostly) related to her thesis has been assisted at the rate of \$200. I expect that we would be able to offer that same sort of funding to any thesis student, but again, since our program is still relatively new, those issues (especially at the upper-division end of our honors curriculum) have not been completely ironed out.

"Additionally, though, we offer the professors who supervise honors theses \$200 per supervised students per semester, up to a maximum of two semesters. It is not much more than a token of our appreciation, but it's better than nothing."

UNIVERSITY OF CENTRAL ARKANSAS**Richard I. Scott, Director** <norbs@mail.uca.edu>

TOTAL ENROLLMENT: 7,878 (undergrad)

"At the Honors College of the University of Central Arkansas, we enroll 135-145 students a year in the freshman class. Total enrollment adding in sophomores through seniors is over 450. We have a matriculation process during the end of the sophomore year that moves students into the junior/senior years. During the latter two years, students pursue a minor in honors interdisciplinary studies, which includes an Oxford Tutorial course followed by a Senior Thesis Project course.

"About 90-95 students undertake a thesis each year. Our completion rate is about 98-99%. We do fund theses, per se, although a growing number of students connect tutorial and thesis work to either study abroad or research internships. We do fund travel and internships via a grants program. Average stipends for internships range from \$1500- \$2250. Average Study Abroad grants range from \$2500-\$3500."

UNIVERSITY OF EVANSVILLE**Stephen G. Greiner, Director**

TOTAL ENROLLMENT: 2,775

"We enroll approximately 40 students. All honors students must complete a thesis to graduate. Students can apply for university funding for research and other thesis expenses. There is a \$500 limit."

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**Bruce Michelson, Director** <brucem@uxl.cso.uiuc.edu>

TOTAL ENROLLMENT: 27,452

"UIUC Campus Honors Program admits 125 incoming freshmen each year, plus another 15 students "off-cycle" as first-semester sophomores. Many CHP students may be enrolled in any undergraduate curriculum offered at UIUC, and they complete whatever thesis work they might undertake in their major department.

"CHP students may apply for a summer research award from the Campus Honors Program. Our Summer Research Award Program provides selected recipients a stipend of \$1,000 for eight weeks during the summer to explore a topic of their choice, working under the supervision of an appropriate faculty sponsor. We offer no funding."

"Each of our graduates is designated University Honors Scholar both in the commencement program (a list at the back) and on the diploma. In addition, they are awarded a custom-designed medallion with the year of graduation engraved on a scroll on the front and their names engraved on the back. You can see the medallion at our web site: www.utc.edu/univhon, in the upper left corner."

— from Debbie Bell <Debbie-Bell@utc.edu>

UNIVERSITY OF MINNESOTA

TOTAL ENROLLMENT: 25,000

"We enroll about 300-325 new students each year, and maybe 250-300 graduate each year. To graduate with honors from the University of Minnesota, all students have to complete an honors project, in most cases a thesis, but that depends on the major, the level of honors, etc. All liberal arts students, not just honors students, are required to complete a senior project in their majors, so basically they all have some kind of capstone experience.

"If they're planning to graduate with honors, they all need to do this. Maybe 20% of our grads each year finish without honors. Mostly those are students who decide not to complete honors sooner rather than later, so they don't complete a thesis, but some of them tried to do a thesis and then didn't. To figure out which students fall in which category, I'd have to look at the files more closely to get you some real data.

"Our Undergraduate Research Opportunities Program supports a large number of undergraduates doing research, and in some cases that research becomes an honors thesis, but that's not its primary focus. We also have some summer research programs, mostly for students of color, to introduce them to research opportunities.

"We do have a thesis grant program that funds up to \$500 for each student related to thesis expenses, but only a very few students submit proposals each year."

UNIVERSITY OF NEW MEXICO

Rosalie Otero, Director <otero@unm.edu>

TOTAL ENROLLMENT: 15,516 (undergrad)

"We enroll between 300-350 students. Between one-third and one-fourth attempt a thesis, but our seniors have three options for completing their senior-level requirements: a thesis, colloquium with a service-learning component, or student teaching. Many write a thesis for departmental honors. Last year, for example, we had ten thesis students of 76 graduates; 18 seniors completed departmental theses.

"We have funding for research, but it varies depending on the project, usually between \$100-\$300, but we generally fund only two or three projects per year. We don't fund thesis expenses, except as part of the research."

UNIVERSITY OF SOUTH DAKOTA

Raymond Ring, Director <honors@usd.edu>

TOTAL ENROLLMENT: 6,000

"We enrolled 99 students in fall of 2001. Prior to this year, 80-90. A thesis is required of all who graduate with University Honors who were admitted fall 1999 and after. Before this time, about 75% of the students who completed the Honors Program and graduated with Honors chose the Thesis option. Others completed a writing intensive Senior Seminar. The students who entered in 1999 are just now getting to the point in the curriculum where they might be registering for thesis credits, so we are not sure how many of these students will stay with the program. At this point we have 53 students in that class, so we anticipate 50 or more theses in 2002 2003 year.

"Approximately 40 per year in the past three years completed a thesis. Not funded as an Honors program. We do, on occasion, use our support staff for the collection of surveys mailed back, etc. Often research for a thesis is conducted as part of a lab assistantship or research grant within a department. We offer no funding for thesis expenses."

SOUTHEASTERN LOUISIANA UNIVERSITY

Jim Walter, Director <jwalter@selu.edu>

TOTAL ENROLLMENT: 13,050 (undergrad)

"About 450 students are enrolled in our Honors Program. On the average, about seven students attempt and complete a senior thesis each year. We provide no special funding for these students." rrc

"LSU college honors graduates wear bachelors hoods. No other undergraduates wear hoods. Upper division honors graduates wear braided cords." – from Billy Seay, Louisiana State University <hnseay@lsu.edu>

Rewards at Graduation

Special Recognition for Honors Students at Graduation

"We don't award pins or braids or anything of that nature. We do put a gold Honors Program seal on the college diplomas. Also, the Honors Program certificate reads this way:

*Upon the nomination of the Honors Council
Jonathan Sinclair Doe
is hereby awarded this
HONORS CERTIFICATE
for participation in The Citadel Honors Program.
Given under the seal of The Citadel,
May 12, 2002.*

"I sign it and the President of the college signs it."

– from Jack Rhodes
<RhodesJ@Citadel.edu>

"At Denison University, we hold a special ceremony and reception for Honors Program. We have ordered the medals and neck ribbons from Bale in Providence, RI, for the past 10 years. The cost has been under \$16.00 per student. The medals are generic; they say Honors Program on them, but they are very tasteful and the neck ribbons can be ordered in a variety of school colors. We are presently looking into having our own medal struck, but haven't gone very far in the investigation yet. "Bale has a web site at www.bale.com or can be reached at (800) 822-5350 for a color catalog. They have been extremely easy to work with and send out new information annually, which includes a copy of what we ordered last year as a reminder. Just received ours last week."

– from Cookie Sunkle, Denison University
<sunkle@denison.edu>

"A word of caution from someone who had to order recognition materials...

"THEY COST MONEY.

"I found out that the cords, white at the University of Iowa, burgundy and gold at UB, work very well. Particularly when you graduate a significant number of students, it becomes very expensive to order medallions or framed certificates.

"May I suggest that you find a way to have whatever Honors a student gathers in their college career PRINTED IN THE TRANSCRIPT. It is cheap, efficient and the students will have a permanent record of that for all to see. As the cost of living increases, so do all the memorabilia, students misplace medallions, cords get lost, certificates get filed... sometimes forgotten. This permanent recognition would work very well.

"And believe me, students tell each other everything. If you start with a medallion and then want to change it five years down the road. Students will not be happy.... pins are cheaper..."

–from Esther Materun Arum
<emateronarum@UBmail.ubalt.edu>

“At Oklahoma State University, students who earn the Honors College Degree receive a notation on their diplomas that reads Honors College Degree. The same notation appears on their transcripts, along with separate notations for the General Honors Award and the Departmental or College Honors Award (honors in the major).

“We recognize Honors College Degree recipients at Commencement with an honors hood and special designation in the Commencement Program. Honors College Degree recipients also receive a letter from the president of the university congratulating them on earning the highest academic distinction that may be earned by undergraduates at OSU.”

– from Bob Spurrier <spurbob@okstate.edu>

“We distinguish between an “honor” graduate and an “honors” graduate—the first recognizing general institutional achievement such as “*cum laude*,” “*magna*,” and “*summa*”; the second recognizing honors program achievement. For us, the distinction is made clear in the inscriptions on diplomas and transcripts: a student may be “*cum laude*” for institutional honor but also “*cum honore*” the term we’ve adopted to designate honors program completion. Students receive a special honors program diploma inside the jacket holding their degree diploma.

“We also give honors program graduates a ribbon and medal that has the college seal with the added “*cum honore*” at bottom, designating honors program completion. Regular ribbons and medals for general honor graduates are purple, but the honors program ribbon is white, to help designate the distinction. We order from Herff Jones, 4719 W. 62nd St., Indianapolis, IN. Web site is www.herffjones.com. Our medals have run about \$18 each.”

– from John Zubizarreta, Columbia College SC <jzubizarreta@colacoll.edu>

“We don’t have anything on the diploma. We have three levels of recognition at graduation, depending on the number of honors courses the students have completed: Honors Scholar, Associate Honors Scholar, and Honors Recognition. The three levels of recognition and a list of the students who qualify are listed in the graduation program and their names and designation are read off as they receive their diploma. Just last year for the first time we awarded medallions at a luncheon the Provost hosts for graduating seniors. The medallion has the Gannon seal, the level of recognition, and the year of graduation. The students wear these at the graduation ceremony.”

– from Robert Susa, <susa001@MAIL1.GANNON.EDU>

“Uniquely Honors”

from Mark Anderson & Charlie Slavin

[Editor's note: the following discussion took place on the honors listserv. I have merged the two postings for clarity. This discussion on recognition and awards for graduating honors students is only one of the many topics raised on the honors listserv. According to our records, only 600 or so of our members belong to the honors listserv. Give it a try. You can always hit delete when you delete teasers from your favorite book club. Join. You won't be sorry.]

ANDERSON (SUNY, College of Brockport): “I share the reservations about the proliferation of awards, medals, cords, etc., in recent years. Sometimes it seems that ALL the students on our campus, like children of Lake Wobegon, MN, need to be recognized as superior. Am I wrong to think this goes hand in hand with grade inflation and pervasive feelings of entitlement?”

“However, I also believe that in our Honors Programs many students are truly outstanding and deserve special recognition for their accomplishments. At SUNY Brockport students who finish either the College Honors Program (four years) or the Upper Division Honors Program (two years) have this noted on their transcripts. Last year, I began awarding generic medals to students completing these two programs at a special ceremony before commencement. Similar medals should be available at any trophy shop in your area for about \$5-\$6 each and are not bad. I had ours engraved on the back, and the students were very pleased with them.”

SLAVIN (University of Maine): “In the past (before last year) our Honors graduates received gold cords at our Honors Recognition Luncheon and wore these in graduation. But, indeed, it seemed like “everyone” at graduation was wearing some sort of cord, and many of them looked “exactly” like ours!

“So, I petitioned the President and his Cabinet to have our students wear hoods — I think Bob may have mentioned that his do — bachelor's hoods which are a standard part of (some) academic regalia. We were turned down. “Hoods specify a degree, not a distinction.” Hence if all bachelors' students don't wear hoods, our Honors grads can't. Ugh.

“Not wanting to die on that particular hill, I next petitioned for “stoles.” Again, I was turned down. [Interestingly, last year some of the Engineering undergrads started showing up in stoles — my guess is that they didn't ask permission.]”

ANDERSON: “This year I was inspired by the example Penn State's Schreyer Honors College Medal to commission (for free) an Art Department faculty member to do a head of Prometheus for a unique Honors Medal for our program. These special order medals will cost about \$6-\$7 each, with extra costs for the die, and a minimum order of 250. The trophy shop I deal with is used to such special orders.”

SLAVIN: “Finally, we moved to medallions...much like Mark described. We used our logo (designed about 20 years ago) along with our Latin motto (selected a few years ago) — if you're interested, check out our website, www.honors.umaine.edu, and you can see it prominently displayed. We also had it done at a local trophy shop — Mark's numbers seem right about on target. We didn't engrave names on the back, but we did engrave the year of graduation.

“As some of you know, our students also get something that they don't (I hope) bring to commencement, the Honors “vase.” Well, at least that's what I call it in polite, i.e. parental, company. It's ceramic and hand-made by a local potter, about 12" high with a handle and can hold flowers (certainly), but also iced tea, Diet Coke, or ...well other fluids. Each year we change the date section of our logo to reflect the year of graduation —the students love them. I also help the students assure that none of them has a leak in a private gathering the evening before graduation at a local “florist shop.” [By the way, these are amazingly, to me, inexpensive — about \$16 a piece!]”

ANDERSON: “Let me also share some of the issues I considered related to the awarding of our medals. I wanted to give our students something unique, something they would prize as graduates, something desirable enough to serve as the final nudge to doing a thesis and completing all Honors Program requirements (an all-too-common problem). The medal ceremony has become the ritual close to their Honors Program work, and also an intimate ceremony that parents, relatives, and friends can share. Most importantly, I wanted the ceremony (with the President, Academic VP, and some department chairs in the audience) to recognize publicly the contributions of the Honors Thesis Directors; they award the medals to their individual students, and the students respond with words of appreciation about their thesis work and their education at our college; then the students present their Directors with pen sets. In the future, we hope to give all Thesis Directors a small cash stipend.”

SLAVIN: “Exactly like our ceremony — we invite the Dean’s too along with a few of our very generous benefactors. The pen set is a wonderful idea — Mark, who foots the bill? We’ve thought about the stipend, but it starts to get to be serious money — right now we’re pushing 50 theses and I expect close to 70 next years. Well, that’s serious money for us!”

ANDERSON: “For the medals and ceremony, I decided to make no distinction between the graduates of our two-year and our four-year Honors Programs. Finally, I decided to award medals to all students in the process of doing a thesis (before final grades were in), knowing that a borderline student might not have the required GPA to officially complete the Honors Program or perhaps might not finish their thesis in a satisfactory way. It has happened. But the alternatives to this seemed even less desirable.” *rdw*

Honor Code for Honors Students **By Rinda West**

A few years ago I wanted to encourage our Honors students to think about Honor in ways that went beyond the *Thou Shalt Not's* of the college's academic integrity program. I set a group of them to write a statement on academic integrity in Honors. Since then it's appeared in our Honors Student Handbook and in all Honors course syllabi.

That said, I like the idea of establishing an Honor Code and an Honor Council for your Honors College. Have you spoken to the administrator in charge of academic integrity on your campus about how you might handle cases? There's lots to think about. Also, if you're not familiar with it, the Center for Academic Integrity at Duke is a national organization that runs excellent conferences that include students. Their website is <<http://www.academicintegrity.org>>.

They might know of models like yours. Good people.

I serve on the academic integrity committee at my college, and what we've concluded after lots of work is that while it's important to reach students and maximize their buy in, it's equally important to work with faculty so that they understand how to give assignments that it's difficult or impossible to buy, borrow, or steal. Another piece we've looked at to some extent is faculty members' willingness to articulate what they expect from their students (when, for example, is collaboration ok? what are the standards for web research? how about group work?) and to let their students know what they can expect from the faculty member (is it an ethical issue, for example, to keep stated office hours? how about coming to class prepared?)

Rinda West

Returning

“Discovering Untapped Allies: Bringing Honors Alumni Back Into the Fold”

By Cathy Randall, Becky Gares, Hew Joiner
& Connie Hood

At the 2001 Chicago conference of the National Collegiate Honors Council, we presented a “Developing in Honors” panel on suggestions for keeping honors alumni connected with their colleges and universities. We offer our comments below in hopes that other honors directors can benefit from our experiences and share their own ideas in future issues of *The National Honors Report*.

From Becky Gares Kent State University

As anyone who works with alumni knows, alumni relations is an ambiguous assignment carried out with a constantly evolving group using ever-changing methods which produce rewards of varying success. Because of the labor-intensive nature of constant programming, newsletters, communications, connecting, fundraising, etc., anything that we can do to accomplish our goal of expanding our alumni network, getting alumni involved in our support and saving time is helpful.

The keys to getting people involved are keep it fast, keep it easy, and keep it convenient. For our increasingly-busy alumni, electronic mail offers service opportunities from anywhere in the country, at any time of the day, and from the convenience of their homes or offices.

Alumni relations involves a lot of trial and error. The former president of Kent State University once told me that you must try an event three times before you can judge its success or failure, so let me take a couple of minutes to describe our main electronic methods of communication that have had some measure of success.

We have had an alumni council Board of Directors. There are 15-20 members at any one time on this board. We meet four times per year. Fortunately, everyone on the board has email, so we do lots of electronic talking. We recently planned a career fair utilizing our alums from six different majors. We planned that event entirely by email.

Last year, we snail-mailed a comprehensive survey to a list of about 2700 alumni. (Hopefully our next survey will be done electronically.) On that survey, we asked for email addresses. Out of approximately 500 responses, almost 50% reported their email addresses and

about 150 of those people reported further interest in our alumni council. Those 150 people make up our newest electronic mailing list. So far, this is only an announcement board. We’ve had some requests for a chat room where alums can connect, but we haven’t done that yet.

Since the Kent State Alumni Association website is currently under construction, so is our alumni council website. The alumni association wants all official

“For the past two years, I have also been able to link these students to an alumni volunteer who welcomes them and offers to stay in touch.”

councils to use a uniform template and be linked to the alumni association home pages. (Of course, we hope to have it linked to your college site very soon. Content will include the officers, directors, the council brochure and newsletter, highlights of current alumni activity, some special news articles that we can change each month, calendar events, changes of address, employment, etc., can also be reported on the association site now. The key to an active website is change.)

I believe that the most meaningful way that we’ve used electronic mail with all alumni to date is in our freshman-advising program. At Kent State, entering students participate in our early advising program that takes place from February to June of their senior year in high school. This past year, I could probably count on one hand the number of high school seniors who reported they didn’t use email.

These entering students also receive a welcome message from Kent State’s Honors College from me because I am also the coordinator of advising. For the

past two years, I have also been able to link these students to an alumni volunteer who welcomes them and offers to stay in touch. Our goal is to show entering students their connection to Kent State and honors while still in high school. I've never tracked whether entering students respond to alumni, but we've had several nice comments from students getting these messages. I've never met most of these alumni face to face. Instead, I've recruited them, usually by email, after hearing from them though some sort of update or contact with our office.

Last year, we launched a pilot email-mentoring project. About 20 alumni and 30 current juniors were matched by major. From the reports I received from both alumni and student, the going was rough. I need to prepare both groups before trying this again. Both groups thought building a mentoring relationship was little awkward since they'd never met face to face.

We ask for email addresses on everything we send out to alumni now. Whenever we get an address, I respond with a quick electronic message. More and more people are remembering that we exist or becoming aware that we do exist. All I have to do is look at the increasing number of names that appear on our annual newsletter over the past seven years. Our network of alumni friends is growing. Using technology is one way that has made it happen.

From Hew Joiner
Georgia Southern University
<hewjoiner@gasou.edu>

We have enjoyed unusual success in maintaining contact with graduates of the Bell Honors Program at Georgia Southern University. At any given moment, I typically have current addresses for 95% of the alumni of the program and know what they are doing.

This success begins with the experience which our Bell Honors Program Scholars have during their undergraduate years at Georgia Southern. The Bell Honors Program is small and highly elective by design; only 18 new scholars are admitted to the program as entering freshmen, annually, so that the maximum number of Bell Honors Program Scholars at any time is 78. This scale permits the faculty teaching courses in our program curriculum, the Bell Honors Program faculty advisors, and the director to provide a great deal of individual attention to each scholar.

The Bell Honors Program is academically very rigorous, giving a sense of having met a shared challenge to those students who graduate as Bell Honors Program Scholars. The individual attention and sense of pride in having lived up to the challenge tends to create a feeling of family identity among annual classes of the scholars and a sense of community with the faculty who have worked with them.

Throughout their four years, we calculatingly keep a low profile for the Bell Honors Program Scholars, as we are concerned with improving their minds, not inflating their egos. But as their graduations impend, we focus a well-earned spotlight on them. Annually on the evening prior to spring graduation ceremonies, the president of Georgia Southern plays host to a dinner honoring the senior class of Bell Honors Program Scholars and their families. At this dinner, the presi-

"We annually have the largest participation, measured in percentage of graduates, of any group holding an alumni weekend activity; often, despite the relatively small number of Bell Honors Program alumni, our receptions have seen the largest attendance in absolute numbers."

dent presents each scholar with the handcrafted bronze medallion, engraved with their names and dates of graduation, which is worn at graduation and can be kept as a permanent memento of their experience. Bell Honors Program Scholars graduate first among undergraduate recipients of degrees in the commencement ceremonies. The diplomas of Bell Honors Program Scholars also carry a special Bell Honors Program seal.

At the individual exit interviews, which I personally conduct for seniors in the semester prior to their graduation, I take pains to learn each scholar's plans for the coming year and to obtain an address. This began with our initial class of graduates in 1986 and has been repeated since, so that we lay foundation for remaining in contact with all our alumni at the time they graduate.

Annually in the spring since 1987, I send a personal letter to all alumni of the Bell Honors Program, requesting updates on their activities, including personal information, and any corrections in their addresses. This information goes into an alumni section of an annual Bell Honors Program Newsletter, which also includes complete information on the activities of the current Bell Honors Program Scholars and other matters of interest to present and former students, that I produce annually each Summer. Each year in the fall, I mail all alumni a copy of the latest newsletter along with a revised and corrected Bell Honors Program alumni directory. These publications allow our old grads to remain in touch with each other and to keep informed about what is happening currently with the program. The alumni seem to appreciate receiving these publications and the response to my annual appeals for new information is consistently very satisfying.

The fall mailing also includes an invitation to the annual Bell Honors Program Alumni Reception, which we have held during the university alumni weekend each year since 1987. The Bell Honors Program reunion receptions are enthusiastically supported by the Georgia Southern Alumni Association and usually attended by the provost, a number of our academic deans and chairs of academic departments, and by faculty who have taught in the special program curriculum. Attendance by our alumni has been very good each year, with many traveling long distances in order to be present. We annually have the largest participation, measured in percentage of graduates, of any group holding an alumni weekend activity; often, despite the relatively small number of Bell Honors Program alumni, our receptions have seen the largest attendance in absolute numbers. At the reception, annual classes have five, ten, and fifteen-year reunions, and new recipient of advanced degrees are given special recognition.

All of these initiatives are intended to keep fresh the sense of belong to a special community which is imparted by the undergraduate experience of participation in the Bell Honors Program, to make concrete the awareness of our alumni that our interest in them does not cease with their graduations from the university. One tangible outcome has been that our old grads often become regular and generous contributors to the Bell Honors Program via our account with the GSU Foundation, creating a fund which makes possible participation of current scholars in honors conference at the state, regional, and national level and other activities. All of this takes a lot of work, but it has paid rich rewards in keeping Bell Honors Program alumni connected to the program and the university.

From Connie Hood
Tennessee Tech University
<chood@tntech.edu>

Our university wide honors program has about 150 freshmen, 150 upperclassmen, and another 100 who don't have a 3.5 average who do honors work. We show our alumni that we love them by using them and we don't pay them (because we can't), and we ask them for money! We ask our alums to come back to do things for us, and then we thank them by

- Taking their photos and putting them on our web page;
- Writing articles about them for their local newspaper and ours;
- Writing a thank-you letter to their boss if that is appropriate;

- Having our students write them thank-you letters and letters focusing on the things that students are interested in that the alumni talked about;
- Putting them in our honors newsletter: we have a spotlight on one new alum, and we have a page or two of alumni news in the spring issue of our newsletter;
- And finally, asking them for money. About 60 alums contributed approximately \$35,000 last year. Most of these alums have not been out of school longer than ten years, so it was a big stretch for them to contribute.

These are some of the ways that we have utilized our honors alumni:

1. Honors Day: A mini-conference to introduce high school students with high ACT scores to our honors program and to honor our honors faculty. A mini-conference might be Chemistry Magic Show.

We have different tracks such as Engineering and Sciences, Humanities, Fine Arts (including a unit of ethnic and folk dancing, a very popular choice), Honors Program, and Survival Skills for college. We have some of our alums come back to give talks during the mini-conference. All of these potential honors recruits are usually very interested in the space program, NASA, the Hubble, and such things, so we get some of our alumni resources in those areas to come back, an astronaut, an engineer who builds space modules that break down so the astronauts have to figure out what is wrong and fix it, and someone who works with the Hubble who can bring us Hubble

"Our honors engineers who work at NASA, Teledyne, etc. will be glad to come back and talk about their jobs and kinds of jobs available in their companies, but they are also very good at talking about business, ethical issues in engineering, etc."

photographs to hand out to the students. We also try to have a session in the survival skills track in which the alumni talk about what our honors program did for them. For this panel we try to get alums that represent different big activities in honors, such as community service, intramurals, and the range of intellectual activities, so the students can have an overview of the various kinds of things available to them in the honors program here.

2. Parents' Day or Homecoming: We have a weekend of workshops and parties just for the honors alums. We create a kind of mini-conference, but far more flexible. We have several book discussion groups, one for the sciences and politics, and one on fiction, or perhaps a movie.

We send out a letter two months before the date and ask graduates what book or movie they would be interested in discussing in a round table discussion format. After choices are made, we send a second letter with the final version of the weekend program. I did a lot of personal development workshops with the alums when they were here, so they are eager to do one or more personal development workshops during this weekend, too. We also usually take them on a picnic to a nearby waterfall. One night of the weekend, they stay up all night at my house talking as they did when they were undergraduates.

3. Individual Talks or Workshops: It is easier and much less complicated to invite one alum at a time to come to campus to do an individual talk or workshop on his/her business, hobbies or other activities.

Our honors engineers who work at NASA, Teledyne, etc. will be glad to come back and talk about their jobs and kinds of jobs available in their companies, but they are also very good at talking about business, ethical issues in engineering, etc. Some of these companies will even pay alums to come to talk because it is a good PR for the company. Alums can give talks about how to handle job interviews, on midlife crises and changes, and even discussions about marriage. Many of our undergraduates are interested in talking to self-actualizing graduates who feel they are still learning, not that they have all the answers, but they are alert, aware, mindful and paying attention to the challenges of growth and process.

The people we invite back are not all *in cursu honorum* graduates. Those 100 extra students who stay involved in honors activities and courses even though they don't graduate with a 3.5 or with all the honors courses they needed to graduate *in cursu* are important resources for us, both while they are here and after they graduate, so we are eager to invite them also.

4. Our HAMs: HAMs are honors alumni mentors, again not just the *in cursu* grads but anyone who has volunteered to be supportive of the honors program and help us in various ways.

On our honors website, the HAMs have placed their photos; their graduate schools, their jobs, their town and their hobbies are listed; their phone number and email addresses are not listed there to ensure privacy, but in the honors handbook, there is a chapter in which HAM phone numbers and email addresses are listed. Students

can use their handbook to get email addresses to write a HAM. If a current student needs to know information about a particular town where he/she might want to get a job or needs somebody to put them up while they're in that town, if someone has a similar hobby and wants to get together and talk about the hobby, if someone is going to grad school and wants to hear from other people who are working on a medical degree at John Hopkins or a psych counseling program at the University of Florida. Then we have HAMs who have graduated who would be delighted to talk with them through email. So our HAMs are available by email, and they can move out of email to any kinds of connections they choose in order to help honors undergrads. HAMs can also contribute to chat room and alumni web board and there is also an undergrad web board which alums are invited to pursue and to contribute to if they want to.

When honors conferences: state, regional, or national, are in cities where we have honors alums and HAMs; we ask them to invite some our students who are participating in the conference to stay with them. We always have enthusiastic alums that are delighted to host current students who are attending a conference in their city. They usually stay up all night talking.

Our honors alumni and HAMs are a highly valued extended family, still part of our very alive learning community. We treated them personally when they were here, and now they help us give the current generation more personal attention.

We found that leaving the job of phoning the honors alumni to the university institutional development office was not a good idea, even though they claimed to be using honors students to phone honors alumni. These students seemed to get a lot of messages wrong and to irritate the alums. The alums report they are much happier to donate when they are telephoned either by the directors or by senior honors students that they knew when they were at the university or by an alum that knows most of them. So they want the personal contact, perhaps because they had always gotten that. They are more willing to contribute time and money and expertise when they are approached by someone who knows them, and not by anonymous people.

In general, I think most honors directors have found that you can't give students a really high-powered job and expect them to follow through with no supervision. Many of our honors students over-commit and procrastinate even worse than we do; sometimes, they find that they are inhibited when they are faced with risk-taking or making phone calls. So it is important that we as directors supervise these important activities (from a distance) and encourage students to follow through on their assignment.

From Cathy Randall
The University of Alabama
<crandall@bama.ua.edu>

Enormous effort has netted huge results at Kent State University, Georgia Southern, and Tennessee Tech, but even minimal effort can result in success. At the University of Alabama, our 33-year-old computer based honors program organized an alumni society in the mid-1980's. Alumni produce an annual newsletter with appeal for donations. The result of the minimal effort has funded not only the newsletter but also an endowed scholarship, an alumni homecoming reception, \$500 for student Homecoming participation, and a career network. And there are only 600 total alums. So start now to tap the enormous resources that are your honors alumni. rrc

WANTED

Note to Contributors

Send your articles or announcements over e-mail or on disk (Word preferred) to Margaret Brown <email mcbrown@radford.edu> or 606 Third Avenue, Radford, VA 24141. Use J-Peg for art. No faxes, unless hard copy for an article or announcement already sent; fax 540-831-5004 in that situation only.

Articles can be 1000-5000 words, informal. For new-to-experienced honors deans, directors, faculty, and students. The practical aspect of honors: recruiting, advising & retention; curriculum, teaching & learning, including service learning, experiential learning & study abroad; preparation for internships, major scholarships, and post-graduate education; also honors space, budgets, staffing, honors student housing & associations. Announcements: three to four months' lead-time; no paid or commercial announcements.

(No poetry. Articles on "Best Course I Ever Taught/Took" discouraged. Formal, researched papers should be sent to *Journal of the NCHC*, c/o Ada Long, University of Alabama, Birmingham, AL 35294; email <adalong@uab.edu>

Chronology of NCHC Annual Conferences

(With attendance, 1988-)

1966	Lawrence, KS
1967	Washington, D.C.
1968	Seattle
1969	New Orleans
1970	Boulder, CO
1971	Ann Arbor, MI
1972	San Francisco
1973	Williamsburg, VA
1974	St. Louis
1975	Pullman, WA
1976	Fayetteville, AR
1977	Washington, D.C.
1978	Kent, OH
1979	Atlanta
1980	Fort Worth
1981	Omaha
1982	Albuquerque
1983	Philadelphia
1984	Memphis
1985	Salt Lake City
1986	Miami
1987	Dallas
1988	Las Vegas (833)
1989	New Orleans (975)
1990	Baltimore (1,037)
1991	Chicago (1,141)
1992	Los Angeles (713)
1993	St. Louis (1,295)
1994	San Antonio (1,267)
1995	Pittsburgh (1,211)
1996	San Francisco (1,246)
1997	Atlanta (1,479)
1998	Chicago (1,621)
1999	Orlando (1,522)
2000	Washington, D.C. (1,949)
2001	Chicago

Future conferences

2002	Salt Lake City
2003	Chicago
2004	New Orleans

“A Tenth Anniversary Celebration for a Dime (or Almost)”

by Virginia McCombs
<vmccombs@okcu.edu>

During the 2000-2001 academic year, the Oklahoma City University Honors Program celebrated its ten-year anniversary. In planning a variety of events that would both celebrate Honors and focus campus attention on the successes of the program, the Honors Committee faced a perennial problem – lack of funds. Years of hard-earned experience, however, had taught us valuable lessons in how to piggy-back our events with those of programs that enjoyed larger budgets, with the result that in 2000-2001, the Honors program hosted a variety of successful activities with little budgetary impact.

Below you will find summarized the major events of our celebratory year, many of which I believe could easily be implemented on other small, liberal arts colleges and universities.

Calendar of Events

November - All-University Scholarship Fair

Oklahoma City University suffers from decentralization of scholarship information. Instead of one central location where students can explore scholarship opportunities, information about major programs is scattered among departments and individual faculty members. The intent of the Scholarship Fair was to bring information about major scholarships and financial assistance for graduate programs to a central location where all OCU students could browse, pick up information, and speak to campus representatives. Another goal was to create a scholarship handbook that would remain in the university library. Honors students enrolled in the Honors Colloquium researched major national scholarship programs and created posters for this university-wide event. Faculty sponsors of scholarship programs attended to answer questions. We also invited representatives from medical schools, law schools, the OU Health Sciences Center, and Graduate Colleges to attend to inform students of financial assistance available for those programs.

Cost to the Honors Program: Sandwiches for the participants.

November - Honors Reunion Dinner at Homecoming

This was a cooperative effort between the Honors Program and the Alumni office. We worked together to develop a current address database of Honors alumni. Honors provided the invitation letter, and the Alumni office paid for postage and the cost of the dinner. This is a natural for a mutually beneficial project, plus it compelled the Honors office to update our alumni information. I think it is safe to say that your Alumni Office will be thrilled for any assistance you offer to track down and communicate with your Honors alums.

Cost to the Honors Program: Stationery

March - All University Undergraduate Research Day

Our first undergraduate research venture was open to all undergraduates who wished to submit a poster proposal for the competition. Honors students in the Honors Colloquium were required to prepare a poster (which proved handy for those who wished to attend the regional or national Honors conferences). Outside of Honors, we encouraged faculty to include a poster presentation in their course requirements and promoted the undergraduate research model throughout the year. Our associate director successfully solicited prizes (including cash!) from various offices on campus, including the Bookstore, the student union café, and the library. We recruited judges from OCU faculty.

The result was a very successful event, particularly for a first endeavor. The posters were displayed in a central location on campus, easily accessible to both the serious and merely curious. Several professors took their classes to review the posters during class time. Of course, we made a point to invite the university president and chief academic officer to attend. All in all, the first Undergraduate Research Day was a hit, and students are primed to participate again this year.

Cost to the Honors program: Zero

April - Honors Distinguished Lecturer

Two years ago, Oklahoma City University launched a Distinguished Speakers Series funded by student fees. The Vice President for Academic Affairs supported the request that one of the 2000-2001 speakers be our first Distinguished Honors Lecturer. Dr. Anne Simon, scientific consultant for “The X Files,” gave a campus-wide lecture in April. Honors students were invited to attend dinner with Dr. Simon. She was delightful!

Although the OCU Honors Program is not the only program that may utilize these university funds to host a speaker, Honors does have the advantage of being university-wide and thus commands a strong position. Many other colleges and universities who do not have the luxury of their own speakers' budget may well access similar funds, perhaps exchanging dollars and selection rights for some of the preparation and hosting responsibilities.

Cost to the Honors Program: Zero

April - Honors Distinguished Professor Award

The OCU campus does not have a strong tradition of recognizing faculty for their outstanding contributions to teaching and university life. To remedy this shortcoming in part, the Honors Committee created the Honors Distinguished Professor Award. Students voted for an Honors faculty member to be recognized as the first Honors Distinguished Professor in 2001. Dr. John Starkey appropriately was notified of his selection in his 8:00 am Honors course and later recognized at the Faculty-Staff-Trustee dinner at the beginning of the 2001-2002 academic year. Our hope for the future is that we can include a check with the balloon bouquet.

Cost to the Honors Program: Balloon bouquet, doughnuts, and framed certificate.

Approximately \$100.

"The University of Southern Mississippi presents medallions for graduates to wear at commencement as well. Another issue, besides the expense, is the proliferation of medallions and cords in recent years. Not long ago, Honors medallions were unique. Now every other graduate sports a Phi Kappa Phi, Golden Key, or other honorary society medallion or colorful cord. I'm not certain that Honors medallions mean much anymore."

—from Maureen Ryan
<maureen.ryan@usm.edu>

"I think it is safe to say that your Alumni Office will be thrilled for any assistance you offer to track down and communicate with your Honors alums."

And one more idea—

As one of their assignments in the Honors Colloquium, students interviewed Honors alums to help us create a directory of our graduates. This project is now into its third semester with very positive results. Our alumni have been very eager, and flattered, to participate, and our database about Honors alumni grows with each interview. As for our Colloquium students, many of them have made wonderful new contacts and friend. This is especially true for students who were matched to alumni in their chosen career. rdc

"I was a bit taken aback by what happened when I began the process of choosing recognitions for my honors graduates. We have a graduation committee who organizes the event and who has final say on pretty much anything associated with it. They were, initially, unwilling to accept any special recognition for honors graduates, saying it would smack of elitism. Slogging through that discussion probably did me some good in that I was able to address some of the concerns out there.

"We ended up with a white sash emblazoned (word choice intentional) with gold "honors" which graduates wear with their gold cord and gold sash (if they are Phi Theta Kappa) as well. In addition, and this is probably the best part, we host a reception just prior to the ceremony. We invite not only the graduates and their families but also the entire honors student population. This has become, in the three years we have done it, a sort of "of course, everyone will show up" activity, wherein all the honors students celebrate the success of the graduates. Last year we managed to get the president and both vp's to come as well."

—from Dr. P. K. Weston,

<westonpkw@gvltec.edu>

Reports & Reviews

A. Reports

“A Culinary Adventure: Designing Our Future: NCHC Goals for 2002”

By Rosalie C. Otero, President NCHC

In thinking about goals for 2002, I'm reminded of how my grandmother and her sisters orchestrated a Sunday meal. In those days communal family values were emphasized, so they used birthdays, baptisms, weddings, engagements, the seemingly endless parade of religious and national holidays, and of course Sundays, all good excuses for big family feasts. Like generals planning an arduous campaign, they diagramed seating arrangements, planned menus, and argued about the recipes, ingredients and procedures while at the same time-sharing the latest news and family gossip. In short, meal preparation was extravagantly time-consuming.

In thinking about what's ahead for NCHC, I feel as if I'm orchestrating a banquet. With our Secretary/Treasurer, Earl Brown, coming to the end of his term in 2002; serious discussion about the recommendations from the Long-Range Planning Committee for a national headquarters and an executive director; decisions about a conference manager for 2004 since Convention Management's contract ends with the 2003 conference; completing the work with Edward Howard & Co.; and a long inventory of ambitious initiatives begun by my predecessors, I think I don't need to add one extra dash of anything. I see my goal as President (i.e., Chief Chef) to advance or complete the directives on the table. Like my grandmother and aunts, I will try to marshal all of our resources to make the best possible decisions for our future.

In 1999, one of Bob Spurrier's goal was to make the leadership opportunities available to a wider range of our members. He began by selecting a number of committee chairs that had not previously held such positions while also making use of some of our veterans. In the ensuing years, some of the committees became uneven. Some committees like the Evaluation Committee became too large and cumbersome. This year I have continued the tradition that Bob began but have tried to balance the numbers. The Conference Site Consideration

“The Finance Committee is a very important NCHC committee that needs good budget managers and folks who are willing to meet outside of the conference time.”

Committee, for example, may need more members especially if we will be looking to our membership for ideas for future conference sites. The Finance Committee is a very important NCHC committee that needs good budget managers and folks who are willing to meet outside of the conference time. The Past President generally sends out a form asking members to volunteer for committee work. I urge you to complete the form

and return it to headquarters. A great deal of my time between September and January was taken up with calling or sending email to members asking if they were interested in serving in a particular committee, especially as chair or co-chair. I urge the membership to complete and mail the forms this year to

save time.

The same goal mandated continued high priority and encouragement of a broad spectrum of the membership to become active participants in the various aspects of our annual conference including our trademark workshops: Beginning in Honors®, Developing in Honors, Students in Honors, and A Celebration of Honors Teaching. In addition to these workshops, we included a workshop on Diversity organized by the Virginia McCombs and the Gender & Ethnicities Committee (recently renamed the Committee on Diversity Issues), a mini-institute on Designing Structured Explorations organized by Bernice Braid and the Honors Semesters Committee, a symposium on Creation & Evolution organized by Lillian Mayberry, a special historical tour of the Palmer House organized by Ira Cohen, and Master Classes in poetry, drama, music, and video/film coordinated by Jeff Portnoy, Gayle Barksdale, Donzell Lee, and Page Laws.

Ultimately we had 36 program chairs, 38 members on the Planning Committee, and more than 100 members presenting at the various Beginning in Honors®, Developing in Honors, and Students in Honors. In addition, we had 39 members helping with the Consultants Lounge organized by Lydia Daniel.

Joan Digby's chief goals centered on public relations and enhancing the national recognition of NCHC as a powerful voice for the promotion and advancement of honors education. The NCHC hired Edward Howard & Co., a public relations firm based in Cleveland. Working with our External Relations Committee, Edward Howard & Co. has put together a public relations package for NCHC and submitted a new logo and slogan. Already in the first two months in office, I've solicited opinions on the logo and slogan. These were chosen so that they could be used in the 3rd edition of the Peterson's Guide and other NCHC publicity. There is other public relations work that needs to be accomplished in order to enhance the NCHC's national visibility and recognition.

Hew Joiner's most significant goal was the forging of closer relationships with several collegiate honors societies. Historically NCHC has enjoyed close relationships with Phi Beta Kappa, Phi Kappa Phi and Phi Theta Kappa, but last year Hew developed more specific shared activities with these organizations and widened the net to establish working initiatives with a broader spectrum of collegiate honors societies. Last year Hew and I participated in the keynote panel session at the annual meeting of the Governing Council of the Association of College Honors Societies (ACHS) in Albuquerque. In 2002, Hew will again attend the ACHS conference in February. John Warner, President of ACHS has generously arranged for a meeting between Hew and other honor society presidents during the conference. I attended the National Association for College Admission Counseling conference in San Antonio last year as well. Phi Theta Kappa, the National Society of Collegiate Scholars, Golden Key, the Institute for International Education, the National Association of Fellowship Advisors, the Washington Center for Internships and Academic Seminars, and Teach for America were all participants/presenters at the 2001 conference in Chicago. Billy Wilson (PTK), for example, moderated a panel on ATHE NCHC/Phi Theta Kappa Satellite Seminars: Key Component in an Alliance for Excellence.

An Undergraduate Summit organized by Samuel Schuman, Anne Ponder, Chris Dahl, and Dale Knobel held during the 2001 NCHC conference included representatives from the Council of Independent Colleges, the Consortium for the Advancement of Private Higher Education, the Association for General and Liberal Studies, the National Endowment for the Humanities, the American Council on Education, the American Association for Higher Education, the Association of Governing Boards of Universities and Colleges, National Association of State Universities & Land-Grant Colleges, the Association of New American Colleges, the Institute for Higher Education Policy,

Campus Compact, the National Council on Education and Disciplines, the Truman Scholarship Foundation, Rand/CAE, the Educational Leadership Program and various members of NCHC.

Another Hew initiative following goals set by Joan was the establishment of a prestigious award that would bring national visibility to the NCHC, the Presidential Leadership Award. At the 2001 conference, the award was presented to John Palms, President of the University of South Carolina. I've appointed a committee from the Past-President=s group and a student to continue the important work of soliciting nominations and selecting a candidate for 2002.

The Long-Range Planning Committee under the leadership of Ada Long conducted a thorough investigation into the possibility of establishing a national headquarters in Washington, D. C. They developed a plan, which they presented at the Executive Committee meeting in Chicago. The LRP's recommendations were posted on the NCHC website and I solicited comments from the membership. At the Executive Committee this summer, we will make some decisions regarding the future structure of our growing organization.

Earl Brown, who has served NCHC as the Executive Secretary Treasurer for the past six years, will be completing his term of office at the end of 2002. He has disclosed that he will not seek a third term. Hew Joiner, the Chair of the Nominating Committee will seek other qualified candidates to run for that office. Also, depending on the decisions made by the Executive Committee regarding the organizational structure of the NCHC, the position of Executive Secretary Treasurer may take on different responsibilities.

Finally, the NCHC contract with Conference Management Services ends in 2003. We solicited Requests for Proposals (RFP) from conference managing agencies and received 37 applications. Approximately eight agencies attended the 2001 conference in Chicago. The Interim Operations Board of the NCHC will narrow the field to four or five. These people will be invited to give a presentation to the Executive Committee meeting in June. The Executive Committee will select a finalist at the meeting.

So, as you can see, my goals are essentially cut out for me. If I can keep all of these things from boiling over or burning, and if we make some conscientious and wise decisions that will enhance and strengthen our organization, I will have achieved something akin to my grandmother's sumptuous and nourishing Sunday dinners! But I will need everyone's help. I don't believe that in this case too many cooks will spoil the broth. The broth will actually be richer, spicier, and more delectable with EVERYONE's help. *ndc*

National Conference Report: Chicago 2001 *by Rosalie Otero, President of the NCHC, 2002*

It was my privilege to serve as Chair of the Conference Program Planning Committee for our 2001 conference in Chicago. To the degree that this conference was rated a success by the participants (see data below), credit definitely goes to the members of the Planning Committee and to many members who helped with various workshops, strands, master classes, Idea Exchange, Consultants Lounge, and poster session, for their hard work over a two-year period.

I think there were several high points to the conference. The Undergraduate Summit organized by Sam Schuman, Anne Ponder, Chris Dahl and Dale Knobel was very successful. The fine arts piece of the conference was most enjoyable. All of the talent demonstrated during the Saturday Fiesta was exceptional. The musicians, thespians, poets and visual/film artists were wonderful! I think everyone enjoyed the Gala at the Field Museum especially the Cleopatra exhibit. Of course, the Presidential Leadership Award given to John Palms from the University of South Carolina and the Service Award given to Bernice Braid were two important additions to the conference.

Following the example of past chairs, here is a report on three major items dealing with the conference: (a) attendance and budget summary, (b) participant evaluations, and (c) allocation of complimentary hotel rooms.

Conference Attendance and Budget Summary

We began the planning for the 2001 conference budget with a conservative estimate based on the past two conferences of 1500 participants. Registrations were running ahead of the 2000 conference when the terrorist attack on September 11 occurred. Our total registration figure for Chicago reached 1783 (compared with 1522 for Orlando and 1951 for Washington, D.C.). There were many members who declined to attend the conference and several others who, although having registered, did not attend due to FBI warnings and fear of flying after the September 11 tragedy.

Our plan from the outset was to spend conference revenue for the benefit of the participants, not to generate large surplus for the NCHC treasury. We were conservative in some areas (honoraria for speakers, for example) in order to provide more services for participants especially sufficient food, which seemed to be a major complaint about other conferences. Most especially we wanted the 2001 conference to be a wonderful experience for those who were able to attend despite the events of September. We increased our refreshments budget at the Palmer House and the Field Museum based on reports from Mary Bradford that we had more registrants than we had originally planned for.

Despite our careful planning, however, the final report from the NCHC Office indicates a deficit of \$75,377. There were a number of factors that caused the deficit:

- The decrease in paid attendance related to the tragic events of September 11;
- The increased conference expenses proportionate to conference fees (Since Chicago is a strong union city, we were obligated to pay union prices for a variety of services);
- A significant decrease in contributions to offset expenses (\$3,500 compared to \$12,800 (returned to Golden Key) for Washington);
- Audio Visual equipment was very costly (\$29,144 as compared to \$11,377 in Orlando; \$16,780 in D.C.);
- ADA costs were \$9,339 as compared to \$3,100 in Orlando and \$7,881 in D.C.;
- The Gala cost \$124,321 as compared to \$19,334 in Orlando, where we didn't have a Gala and \$135,975 in Washington;
- We also refunded approximately \$16,000 compared to \$4,825 in Orlando and \$5,270 in Washington;
- We usually have about eight or ten comped registrations. At the Chicago conference we had 45, with most of them including a late fee because we invited potential convention managers to attend the conference as well as representatives from various honors societies (a loss of \$11,000).
- We also had a loss of approximately \$8,000 due to members who were confused about the early registration deadline;
- One other important factor pertains to the renegotiated contract with the Palmer House. We were supposed to have the 2001 conference in Minneapolis, but we outgrew the hotel. The Minneapolis Hilton agreed to release NCHC from the contract provided that the Palmer House Hilton shares the profits 50/50 with Minneapolis. As a result, the Palmer House Hilton charged "sticker prices" rather than negotiated prices and was unwilling to give NCHC a larger discount because they were losing money due to September 11 and because they had to share their profits.

Conference Participant Evaluations

Evaluation forms have been in the conference packets for as long as I've been attending conferences (14 years). In some years, the Chair takes on a more aggressive stance like placing the forms on the tables during the Presidential luncheon. This may be effective in getting many responses but misses some aspects of the conference that haven't yet happened (Saturday afternoon, evening, and Sunday programming). Some Chairs have reminded participants at every opportunity. I chose to include the forms in the packet and leave it to the members to complete them and either return them during the conference or mail them to me after the conference. My personal belief (or hope) was that participants would complete the evaluation form without constant reminders. As a result I received few forms. I choose to believe that "no news is good news" since from personal experience I tend to hear from people who are dissatisfied (like students who don't agree with a grade) rather than from people who are generally happy with the results. I can report the following information from tabulation of the questionnaire numerical responses (a "5" being the most positive response). I'm also including a few of the most reiterated comments. When I first reported the results over the Listserv, I had received only 21 responses. At present, I've heard from 50. Based on the 1700 attendees, 50 is certainly not a significant figure, but I'm including the results as part of my report because I tend to believe that the responses of these 50 are representative of most of the conference attendees.

Number of Responses	50	Most Common Responses	Average
Was the Call for Proposals Mailing Packet Complete	5		4.475
How was the Registration/Payment Process?	5		4.238
Was the Registration Cost Reasonable?	4		3.659
Was the Conference packet complete & informative?	5		4.191
Was the web site information helpful?	5		3.861
How was the on-site registration process?	5		4.262
How was the conference booklet?	5		3.816
How were the workshops?			
Celebration of Honors Teaching	4		3.833
Beginning in Honors©	4		2.857
One Nation Divided	4		4.200
Designing Structured Explorations	5		4.500
Developing in Honors	4		3.759
Students in Honors	4		3.500
Palmer House Exploration	4		3.200
How were the annual events?			
City as Text©	5		3.643
Consultants Lounge	4		3.500
Idea Exchange	5		3.893
Poster Session	5		3.600
Book Sales	2		3.139
How were the sessions?			
Breakout sessions	4		3.87
Plenary sessions			
Starkey & Guzman	3		3.560
Pat Mora	5		4.308
Robert Zubrin	5		4.250
Paul Loeb	5		4.000
How were the special functions?			
Welcome Reception	4		3.500
Opening Convocation	3		3.031
Gala at the Field Museum	5		4.578
Presidential Luncheon	5		4.114
Master Classes Fiesta	5		4.500
President's Reception	5		4.313
2001 Portz Scholars Presentations	5		3.500
How was the conference overall?	4		3.844

Some comments (italics are my responses)

1. The President's Reception seemed an awkward place for campaign speeches (*We moved some agenda items from the Luncheon because it was becoming too lengthy. Based on this first experience, I would recommend that in the future the lights be brought up, the podium be placed in a more prominent spot, and invite people to "come to the front."*)
2. The web booklet was hard to use at 179 pages. Can it be streamlined? (*I don't see how this would be possible since we want to include descriptions and the names of participants*)
3. Having the registration open on Wednesday at the same time as BIH© was unacceptable. (*I agree that registration should open for business earlier*)
4. I found BIH© and DIH nothing more than "This is what I do."
5. The Field Museum Gala was the best ever
6. Overall the conference was wonderful; however, it would have been better if the master classes were held more than once.
7. Very well organized conference. I truly enjoyed it this year. I would suggest more times for master classes—they were fabulous!
8. The business meeting needs to change time and place
9. This conference was so lively and full of widely different and exciting activities that it stands out as unusual in many respects.
10. Palmer House is great but the room rates are on the edge—maybe too high.
11. Open the gift shop at the museum (*it would have cost an additional \$1,000*)
12. NCHC is still trying to be "all things to all people." There are too many sessions and the quality varies widely in the presentations.
13. This conference in the past decade has become increasingly too student oriented.
14. The printed program has a terrible design. Major events tend to get lost.
15. Do not have a plenary on Thursday evening or Sunday morning.
16. The "Terrorism Panel" was one of the best sessions. (*It was excellent thanks to Peter Sederberg, Malcolm Russell, Marcia Godich and Sam Schuman who pulled together a panel with very short notice.*)
17. Each year I learn so many valuable suggestions and ideas from my friends in honors.

Allocation of Complimentary Hotel Rooms

Conference hotels allocate complimentary hotel rooms for conferences based on a variety of factors primarily room occupancy generated by the conference. I followed the policy that Bob Spurrier and subsequent chairs have followed since 1998.

After allocating rooms for which the NCHC would have to pay out of its budget or conference revenue (NCHC Executive Secretary/Treasurer, Convention Management Services personnel, and speakers) and rooms for local arrangements co-chairs (which is customary within our organization), I decided to allocate rooms to those members elected by the NCHC membership either as a current national officer or as a current member of the Executive Committee. All of these individuals, or their institutions, have incurred significant expenses because they must arrive early and stay late at the national conference and are also obligated to attend a summer meeting of the Executive Committee. I also allocated room nights to members who had contributed a significant amount of time coordinating various aspects of the conference.

Finally, I learned a great deal from this experience. If I knew then what I know now..... I'm grateful for the opportunity to work with such an amazing group of creative, dynamic, and generous people. Thanks to all of you who assisted with and participated in the 2001 NCHC conference. *ndc*

"At Oklahoma City University, we present our graduates a gold satin stole worn over their commencement gown. These are available from Jostens. They show up better than medallions, particularly since our grads already have so many cords, medals etc. We have a gold Honors stamp affixed to their diploma, and their transcript includes University Honors Program Graduate."

— from Virginia McCombs <vmccombs@okcu.edu>

From the Home Front
Spring 2002
By Earl Brown, Jr.

“State of the NCHC” Report

Financial Information:

Although the General Fund (GF) showed a **net operating** surplus for the year ended 12/31/01 of **\$40,677**, the NCHC showed a **net deficit** (excluding Honors Semesters) of **\$181,761**. The primary items contributing to that deficit were:

1) Net investment losses (dividend income, realized gains & losses, and unrealized gains & losses) of **\$99,829.57**;

2) Endowment Fund Expenses for Public Relations firm of \$40,483.54 and NCHC Special Projects of \$7,190 (support for Honors Semesters and Portz Fund since the Portzes are unable to continue contributing, and money for the first presidential award)=**\$47,673**;

3) Conference deficit of \$75,376 (see Rosalie’s article in this issue).

The Finance Committee’s projections for the 2001 budget were sound. The total actual Primary Budgeted GF expenses of \$168,429 were 86% of the estimate; the actual dues revenue of \$202,745 exceeded budgeted revenue estimates by 7.7%. The Finance Committee’s estimate on income has been conservative for the last several years to help insure the fiscal stability of the NCHC. This is a sound policy since income is leveling off—the total dues revenue for 2001 is **\$617** less than the income for 2000, a decrease of .03%. Revenues have not increased; therefore, NCHC cannot afford to increase expenditures in the coming years (Primary Budgeted Expenses increased almost \$10,500 from 2000 to 2001). Even though we may get a slight surge in dues income from the third edition of the *Peterson’s Guide to Honors Programs and Colleges*, that will be short-lived. Sound financial planning dictates continuing to estimate income conservatively and maintaining about the same level of expenditures.

Membership Information.

Membership numbers have leveled out. The membership numbers from 1994 through 2001 are approximately the same. (FYI—The membership report dated 12/31/2001 includes 165 members whose membership expired June 2001.) Honors programs are a finite number and at some point in the near future the NCHC will have become known to all institutions that have honors programs. At that point in time, and it is quickly approaching, the Finance and Executive Committees will need to prioritize budgetary matters, realizing that NCHC will be unable to fund all requests especially as expenses increase and our income remains the same. What this also might mean is that the Executive Committee may need to review the Standing Order that states that the conference “is not designed to generate a surplus” (S. O., II. B.1.). If the conference does not generate a surplus, the NCHC may be unable to pursue future projects that are not properly part of our operational expenses, such as hiring a public relations firm and providing a trophy to the recipient of the Presidential Award.. I have included a document, “NCHC Membership Report,” for your information. I should mention in passing the effect that the third edition of *Peterson’s Guide to Honors Programs and Colleges* has had on institutional membership. My office reviewed a list of submissions. We found over 50 who were not currently members of the NCHC. When informed, most of these institutions will pay institutional dues in order to be included in our third edition. Some thirty of these are new members.

Thanks to the efforts of the regional Executive Secretary/Treasurers, I have been able to compile some data about regional memberships in the NCHC. What the data reveals is that, in many cases, more institutions hold memberships in the NCHC than in their region. For instance, 20 institutions hold memberships in the MidEast region. These same 20 also hold membership in the NCHC. But an additional 62 institutions from the MidEast hold memberships in the NCHC but not in their region. The regional eEST's and I have exchanged this information. It is my hope that we can work together to promote honors on the state/area, regional and national levels so that all honors programs can take advantage of opportunities to meet and discuss honors.

Regions	Regional Inst Members			NCHC Inst Members by Region		
	2001	in NCHC	%	2001*	2000	1999
NC-NCHC	227	158	0.70	211	208	205
MidEast	20	20	1.00	82	72	80
Southern	129	113	0.88	184	170	185
Upper Midwest	40	37	0.93	83	83	82
Great Plains	96	87	0.91	108	104	104
Western	212	103	0.49	112	105	108

*Note: 53 institutions in the NE-NCHC hold memberships in the NCHC but do not hold memberships in the NE-NCHC. Similar numbers occur in each of the other 5 regions, although the disparity is less.

Conference Information

I do not intend to belabor the conference deficit. Rosalie has explained it. But I thought it might be useful to talk about remedies.

The deficit was due in part to all of the comp registrations, which the IOB authorized, so that those interested in bidding on serving as our 2004 convention manager could attend our conference. We thought this was a worthwhile expense, but we did not realize how costly it would be. We will be more careful in the future about issuing comp registrations.

More importantly in insuring that the conference is self-supporting is a different method for reviewing the projected conference budget. I decided to use a per-person cost analysis instead of projecting expenses on a total basis per category. I discovered, for instance, that just because we have more attendees does not mean that we can add finer food to our receptions and meals. If we allot \$30 per person for the Presidential Banquet, just because we have 300 more attendees than we estimated, the cost is still that \$30 per person. So, I have broken down the per-person costs into fixed and variable costs. Fixed costs are those costs that will not change no matter how many or how few attend; variable costs vary with the number of attendees. Let's take for example, audio-visual costs. I recommend that A-V costs become a fixed cost. For the 2003 Conference, Donzell has allocated \$12,225 for A-V equipment. He will not exceed that figure. This amount is how much he will allow for A-V equipment, no matter how many individuals request such equipment. It thus becomes a fixed cost, not depending on how many request or what their A-V requests are.

Of course, if we have 300 more attendees than anticipated, the per-person costs go down for fixed cost items. So, if we have allocated \$12,225 for A-V equipment based on 1300 attendees that is a per-person cost of \$9.40. If, however, 1600 attend that lowers the per-person cost for A-V equipment to \$7.64. Then, a program chair can increase the per-person cost for food, etc. So the more that attend the lower the per-person fixed costs become, but the per-person costs for variable costs do not change.

The 2000 Washington, DC Conference showed a surplus of approximately \$32,000. Looking at the total per-person costs, you will see that they come to \$210.35 (excluding comp registrations). The per-person costs exceed the per-person early registration fee of \$210. What accounts, in part, for the surplus is the \$14,000+ in conference contributions and the lower number of registration fees refunded.

Eighteen hundred and seventy-three individuals attended the 2001 conference. Many conferences suffered a loss of up to 20% because of the terrorist attack. The NCHC has many loyal and dedicated and fearless individuals who chose to make Chicago 2001 the second highest attended conference in our history; Washington in 2000 was first with 1949. As for conference attendees, 77% of the institutions that attended the 2000 conference attended the 2001 conference. We are doing something right. Student attendance remains constant, about 48%, as does the percentage of student presentations, about 60%. Numbers also remain constant for institutional attendance by

region. What these numbers reveal is that it doesn't matter where we hold the conference: The Southern and the Northeast regions have the greatest number of institutions in attendance. The numbers for the 1996, 1999-2001 are listed below:

INSTITUTIONS ATTENDING THE NCHC CONFERENCE BY REGION				
	San Fran(1996)	Orlando (1999)	Wash DC (2000)	Chicago (2001)
Northeast	80	113	110	96
Southern	94	120	123	111
MidEast	38	40	43	56
Upper Midwest	40	51	66	73
Great Plains	52	65	72	74
Western	62	58	73	64

In addition, according to my rough calculations, approximately 28% of the attendees from the 1996, 1998, 2000 and 2001 conferences are from the Southern region, 18% from the Northeast, 14% from the MidEast, 12% from the Upper Midwest, 17% from the Great Plains, and 14% from the Western.

Other Information

1) New Orleans in 2004. I am pleased to announce that we have a place to go in 2004. We will meet at the Hyatt Regency in New Orleans. The dates are November 10-14, 2004. All four of us who toured the hotel thought that the spatial lay-out was the best we had ever seen for our conference. We know that you will like this hotel. Oh, by the way, it served as headquarters hotel for the 2002 NFL Super Bowl, how much better a recommendation can we offer. And, yes they provide free shuttle service to the French Quarter. And, finally we have locked in a room rate of Single/Double Occupancy \$189; Triple/Quad Occupancy \$209. Current rack room rates are \$250 single; \$275 double; \$300 triple; and \$325 quad.

2) Bids to Serve as Convention Manager in 2004. In accordance with the decision of the Executive Committee, the officers have narrowed the search to seven finalists. All finalists will give a presentation during the Spring Executive Committee in Santa Fe, NM on June 19, 2002.

For your information, the NCHC had over 80 agencies and individuals express interest in serving as our convention manager for 2004. Thirty-seven submitted bids.

3) New Associations. The NCHC has entered into an agreement with the Schreyer Institute for Innovation in Learning and the Schreyer Honors College of Pennsylvania State University. Under this agreement the NCHC would be listed as an associate sponsor of the biannual conference. The NCHC would publish conference proceedings as NCHC monographs, subject of course to acceptance by the Publications Board. The Board has already accepted for publication the proceedings from the last Schreyer National Conference, subject to final review.

The NCHC has entered into an informal agreement with the Institute for the International Education of Students (IES). Before the 2001 Conference, Hew Joiner and I met with their Executive Director to discuss a possible association. Under this agreement, students in honors programs, whose institution is a member of the NCHC, will be permitted to apply for IES study abroad programs.

The NCHC has accepted an invitation to join the Alliance for Educational Excellence. Phi Theta Kappa extended an invitation for the NCHC to join with them, the National Honor Society (high school) and Phi Beta Kappa (four year college and university) to combat the decline of liberal arts studies.

4) Satellite Seminar. Once again, Phi Theta Kappa has graciously offered to coordinate the Satellite Seminar for the NCHC. You should already have received information on this series. The topic for 2002 will be "Dimensions and Directions of Health: Choices in the Maze." The satellite series will include five seminars, each featuring a scholarly presenter chosen for his/her academic credentials and expertise.

5) PR Firm. Thanks to the initiative of Edward Howard and Co., the NCHC has a new mission statement and slogan (see the Winter 2002 issue of *The National Honors Report*). The Executive Committee is voting, as I write, on a logo for the NCHC and the officers are considering a new brochure before submitting it to the Publications Board for its approval.

Finally, Rosalie discusses in her goals for 2002 the unfinished business of the NCHC. (See her article in this issue.) She sees finishing the work begun by Bob Spurrier, Joan Digby and Hew Joiner as her goal for this year. This unfinished business includes:

1. Considering the LRP's recommendation for an Executive Director position;
2. Investigating the possibility of establishing a national headquarters in DC;
3. Hiring a Convention Manager for 2004;
4. Completing the work with our PR Firm;
5. Increasing leadership opportunities for a wider range of members;
6. Increasing active participation in the annual conference;
7. Enhancing the NCHC's national visibility and recognition;
8. Forging closer ties with several collegiate honors societies and higher education organizations;
9. Continuing the Presidential Leadership Award.

I shall try my best to help Rosalie and the Executive Committee finish this work before I retire as Executive Secretary/Treasurer in December 2002. *rdc*

WEB SITES FOR MAJOR SCHOLARSHIPS

British Marshall Scholarships

<http://www.britishcouncil.org/usa/usabms>

Churchill Scholarships

<http://members.aol.com/churchill>

Fulbright Scholarships

<http://exchanges.state.gov/education/bfs>

Goldwater Scholarships

<http://www.act.org/goldwater/>

Mellon Fellowships

<http://www.woodrow.org/mellon/>

Mitchell Scholarships

<http://www.us-irelandalliance.org/mitchell/>

Rhodes Scholarships

<http://www.rhodesscholar.org/>

Thurgood Marshall Scholarships

<http://www.thurgoodmarshallfund.org/>

Truman Scholarships

<http://www.truman.gov/welcome>.

Udall Scholarships

http://www.udall.gov/p_scholarship.htm

"At Kennesaw State University, our Honors Scholars are announced as such at graduation and cross the stage wearing a special braided epaulet on the left sleeves of their gowns. This epaulet is distinctive from the cords or medallions they wear around their necks to represent membership in honor societies such as Golden Key, and really shows up under the stage lights. I also ask the university registrar to put a special seal on each Honors Scholar's diploma and to insert a special field in each student's transcript identifying his or her special status. Any honors courses the student has taken, whether through honors seminars or honors contracts in non honors courses, are also designated on the transcript."
 – from Liza Davis
 <ldavis@kennesaw.edu>

"Here at Longwood College, we had an Honors art major design an Honors medallion which is suspended on a dark blue ribbon suitable for wear at the graduation ceremony. The Honors Program orders these from Jostens at \$7.00 apiece. Try contacting Jostens College Awards Division."
 – from Geoff Orth, <gorth@longwood.edu>

“Report on the Undergraduate Summit” by Sam Schuman

Preceding this year's National Collegiate Honors Council Conference (NCHC) on Wednesday, October 31, 2001, and under the sponsorship of NCHC, former Council presidents Anne Ponder and Sam Schuman convened an “Undergraduate Summit” at the Conference hotel in Chicago. The session brought together senior leadership from major higher education organizations from around the nation to discuss the current status and prospects for baccalaureate learning in America.

Among the organizations attending were:

AAC&U - Association of American Colleges & Universities; Carol Schneider
 ACE - American Council on Education; Michael Baer
 AGB - Association of Governing Boards of Universities and Colleges; Susan Whealler Johnston
 Association for General and Liberal Studies; John Nichols
 Association of New American Colleges; Jerry Berberet
 Campus Compact; Kathy Engelken
 CAPHE - Consortium for the Advancement of Private Higher Education; Michelle Guillard
 Center for Inquiry in the Liberal Arts; Charles Blaich
 CIC - Council of Independent Colleges; Richard Ekman
 COPLAC - Council of Public Liberal Arts Colleges; Chris Dahl and Sam Schuman
 Educational Leadership Program; Nicholas Farnham
 NAICU - National Association of Independent Colleges & Universities; Jon Fuller
 NASULGC - National Association of State Universities and Land Grant Colleges; C. Peter McGrath
 National Council on Education and the Disciplines; Robert Orrill
 NCHC - National Collegiate Honors Council; Joan Digby, Rosalie Otero, Earl Brown, Maggie Brown, Ada Long, Hew Joiner
 NEH - National Endowment for the Humanities; Jim Herbert
 PBK - Phi Beta Kappa Society; Susan Howard

The session was moderated by Anne Ponder (President, Colby-Sawyer College) and began with three sets of prepared remarks:

Sam Schuman (Chancellor, University of Minnesota, Morris) coyly compared the contemporary situation of undergraduate institutions to the children's literature classic, *The Little House* (in the city). Like that house, undergraduate colleges which once dominated the landscape of American learning are increasingly overshadowed by other, larger, structures — two year or graduate schools, Internet providers, corporate post-secondary options, etc. He contended that we need to reclaim the place of baccalaureate education at the core of post high school education.

Dale Knobel (President, Denison University) spoke of the residing strengths of undergraduate learning, despite challenges such as technology-based education providers. The BA is more important than ever: unlike the AA or graduate degrees, it is devoted to teaching flexibility, attending to process, focusing on learning to learn. It offers a chance to explore and, in its residential manifestations, a chance to live in an extended community of diversity - a lesson in civil society. The undergraduate experience is an experiment in living with integrity, in a social setting harmonious with the lessons of the classroom. New emphasis on service and service learning, technology-enhanced learning, internships and off-campus study offer many reasons for optimism.

Chris Dahl (President, SUNY Geneseo) focused on challenges to undergraduate learning, especially four “tectonic shifts or inertial tendencies.”

- The utilitarian pressure, especially in public institutions. Research in land grant and doctoral institutions may come to dominate, and the Regional Comprehensives may be similarly drawn to offer a range of programs that serve needs not necessarily related to undergraduate liberal learning.

- Community service functions, especially training skilled workers in the two-year institutions and in comprehensive colleges.

- The growth of transfer has led to a loss of institutional identity and a blurring of the definition of the undergraduate experience.

- Demands for assessment and accountability can push aside the real goals of the baccalaureate years. What gets measured too often are the less subtle and less important learning outcomes.

These inertial forces can't be changed, but there are hopeful signs: a new focus on general education, on excellence, on the values we share:

- that the BA involves an emphasis on the whole human being
- that we serve an important role in cultivating civic engagement
- that we knit together teaching, learning and residentiality, living what is learned.

Our challenge is to assert our purpose more definitely, to "say what we do, and then to say it."

There was brief listing of some ongoing, related initiatives in some of our organizations:

AAC&U - "Greater Expectations" focuses on improving quality in liberal education
 ACE - "Promising Practices" initiative.
 AGB - focus on academic programs for the audience of trustees
 Association of New American Colleges - Pew work on faculty role, now and in the future
 Campus Compact - civic engagement and service learning
 CAPHE - work on engaging communities and campus; experiential learning
 CIC - focus on assessment and accreditation for the 21st century
 NCHC - inaugural president's award
 PBK - Kettering public forums on liberal learning

Before, during and after lunch, several thoughtful points were raised, positions articulated and challenges noted:

- The issue of new providers, especially in the area of workforce development.
- 70% of high school graduates go on to college. Are undergraduates of roughly traditional age- c. 17-25 years old, engaged in a certain kind of learning?
- Do liberal arts colleges and references to liberal education still retain an aura of serving the powerful and elite?
- Liberal arts outcomes can be central and important to assessment and accreditation.

- Vocabulary issues are important - are we discussing undergraduate experiences, or colleges? Liberal education? Liberal arts colleges? etc.

- The nature of public understanding seems problematic - it is important; it is a mile wide and an inch deep.

- Current higher education financing, which makes the four undergraduate years a "countdown to debt repayment," forces students towards a utilitarian view of undergraduate education.

- Who "owns" or ought to own, higher education in America?

- Have the liberal arts been "rooted in a cult of uselessness" not growing beyond Cardinal Newman's 19th century defining statement?

- Communities and the residential experience are very, very important. Place counts.

- Some efforts at "marketing" may force us to sell the wrong things - such as job guarantees, higher income, etc.

- Higher education today, like high school earlier, is crossing the threshold to universality, which has weakened liberal education.

- One very important aspect of "public understanding" is the understanding of students about the character and value of the undergraduate years.

It seemed the general conclusion that our discussion was a worthwhile one. No individual among us knew of all the actions and initiatives underway or contemplated. It helps to know how we and our organizations view the challenges we face. Several participants expressed appreciation for the thoughtfulness and depth of the discussion. To continue the conversation, organizations were invited to consider facets of this topic further in the coming year.

The great glory of American higher education is the diversity of institutional types and approaches, but this strength has made summative assertions of what we aim to do in the four undergraduate years less distinct, less definite than it could be. We made some progress in articulating and defining the value of undergraduate education and in clarifying the conversation before us.

rdc

B. Reviews

"Conference Afterglow"

By Andy Geoghegan

<geoghega@longview.cc.mo.us>

To those of you on the listserv who were at the NCHC conference in Chicago, I hope you found the sessions stimulating and helpful. I know I did. To those of you not as fortunate, maybe next year....

Two of the thoughts I brought home that I'd like some help with.

I do not currently have a handbook or instructor's guide for teaching in honors. I have a sample or two of such handbooks from four-year institutions, but I want to develop one for our faculty that is custom designed for our program. Since I'm not above stealing other people's good work, I'd love to see copies of any handouts or handbooks concerning honors courses or honors teaching that you provide to faculty at your institution. I would be most grateful to anyone who has such and would send me a copy. If I use any of your material, I will of course prominently cite the source. My snail-mail address is below.

Secondly, I am thinking about Margaret Brown's annual plea for two-year college directors to submit articles to *The National Honors Report*. At the meeting of the Two-Year College Committee in Chicago, we introduced ourselves by citing how much of our contract assignment is designated for directing honors. The most common arrangement appears to be a reassignment of load equal to 20% of your assignment, or the equivalent of one three-credit-hour course. Because there is such a diversity of programs, this may be enough in some cases, but I'll bet most of us wish we had more time

to do some of the things we know would be good for the program and not just do those essential things that keep the program running.

In any case, I thought it would be good to publish an article that explores what its like to run an honors program on seven to ten

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
hours per week, or what it's like to nurture a quality honors experience with one-fifth of a professional commitment. And I see that such an article could be a collaboration, in which some of you give your impressions and share your experiences about directing/coordinating honors programs part-time. So, if some of you are willing to send me your thoughts, impressions, experiences, successes, etc. related to directing honors as a part-time job, I will try to put them all together in some coherent way as an article. I think it is important that this wouldn't be a "poor me" kind of piece, portraying our heroic efforts on behalf of honors under trying conditions (although that's what it often IS); instead, I think I would emphasize the choices we make to do the best we can with what we

have. Perhaps such an emphasis would serve as a way to engage people in discussions aimed at upgrading the status and importance of honors programming at two-year campuses.

So, send me your stories about what its like to be a part-time honors director; compromises you've had to make; war stories "from the trenches"; ways you've found to make your program bigger

and better than would be expected from a part-time director. As a benchmark, it would help if you indicated your load status as an honors director (amount of reassigned time or credit hours release time) and the size of your program and budget (excluding salary).

Remember that if you use the REPLY feature of your e-mail software, your replies will probably go to everyone on the list. Instead, please copy my e-mail address, listed here, and send me an original message after pasting the address in the address box of your e-mail.

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500 Longview Rd.
Lee's Summit, MO 64081-2719
816-672-2258 

“Conference Thank-You”

by Rosalíe Otero

A BIG thank-you to all who attended the 2001 NCHC Conference in Chicago. I think it was very successful due in large measure to the many of you who organized and presented a variety of sessions and events. I was proud of the Undergraduate Summit organized by Sam Schuman and Anne Ponder. A group of people representing several organizations involved in undergraduate education (the names/organizations were printed in the conference program) met under the “roof” and sponsored by the NCHC to discuss undergraduate liberal education. A coup for the NCHC! The Fine Arts piece of the conference was wildly successful. The talents demonstrated during the Saturday Fiesta were exceptional! All of the musicians, thespians, poets, and visual/film artists were wonderful!

I think everyone enjoyed the Gala at the Field Museum especially the Cleopatra exhibit. Of course, the President Leadership Award given to John Palms and the Service Award to Bernice Braid were two important additions to the NCHC. I could go on listing all of the outstanding events and sessions at the conference, but this would be a very long email message indeed!

There are many major issues that need to be addressed and decisions made by the NCHC in the coming year. Under the leadership of our most recent NCHC Presidents, Bob Spurrier, Joan Digby, and Hew Joiner, the NCHC has embarked on many initiatives including, for example, the updating, clarifying, and organizing of the Constitution and Bylaws (Spurrier); moving toward a more prominent, visible place in the national undergraduate scene through Peterson’s Guide, articles in major publications, hiring the Public Relations Firm of Edward Howard & Company (Digby); and forming partnerships with other national organizations like Phi Beta Kappa, Phi Kappa Phi, Phi Theta Kappa who are also interested in excellence in undergraduate education (Joiner). The Long-Range Planning Committee under the leadership of Ada Long has done important work with recommendations that would change the present structure of the NCHC. Those need to be discussed. In addition, Earl Brown, who will have served the NCHC as the Executive Secretary/Treasurer for two terms will be completing his tenure at the end of 2002 and will not be running for a third term. So, as you can see we have a lot of important work to do in the next few months. As we begin the deliberations/discussions, I invite input from all of you.

Again, thanks to all who assisted with and participated in the 2001 conference.

Interested in joining the NCHC?

Please use the application below to apply for membership.

Mail your payment with the application to:

Earl B. Brown, Jr.
Executive Secretary/Treasurer
NCHC
Radford University
Box 7017
Radford, VA 24142-7017

Questions? Please call us at (540) 831-6100 or fax us at (540) 831-5004.
You can also email us at nchc@radford.edu

MEMBERSHIP APPLICATION

I wish to apply for the following membership (check one):

- ☐ Student (\$35)
- ☐ Institutional (\$250)
- ☐ Faculty from member institution (\$50)
- ☐ Faculty from non-member institution (\$125)
- ☐ Affiliate Member (\$50)

I enclose \$ _____ in payment of a one-year membership.

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Institution _____

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